AGENDA

OPERATIONS AND FINANCE COMMITTEE

JAN. 7, 1997 ...

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1997 01 07

Confirmation of the minutes of the regular meeting of 1996 11 12.

GENERAL

NEW BUSINESS:

1. Update re Accommodation Report — **Pages 1 to 5**
2. Request for a Report on the Honeywell Proposal - Trustee Mulholland
3. Motion related to Responsibility for Student Transportation Assigned to the Property, Assessment and Audit Department (referred back to Operations and Finance Committee, 1996 11 28 Board) — **Page 6**
4. Correspondence from Carleton Roman Catholic School Board re the negative statements by the Minister of Education and Training (referred at the 1996 11 28 Board) — **Pages 7 to 8**
5. Report of the Trustee Communications Committee — **Page 9**
6. Report of the Policy Review Committee — **Pages 10 to 19**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education and Secretary — **Page 20**

1997 01 07

TO: THE CHAIRMAN AND MEMBERS
OPERATIONS AND FINANCE COMMITTEE

FROM: P. Gillie, Superintendent - Administrative and Operational Services

RE: UPDATE ON ACCOMMODATION

REPORT: INFORMATION AND DECISION

BACKGROUND :

1. Funding sources and the traditional factors that impact on accommodation continue to be in a state of uncertainty. Some projects with respect to the 1997 Budget are known. In order to be able to complete some planning, go to tender or file preliminary reports this update is presented.

2. The Facilities Renewal Program introduced by the Ministry of Education and Training will move to Year II in 1997. The Program is intended to supplement boards' existing programs and not to replace programs for maintaining, repairing and renovating facilities. Buildings 20 years of age and greater are prime targets. For 1996-97, the allocation for the Board was $ 1,476,452. (The Board share under Facilities Renewal is $439,452 and the Ministry share is $ 1,036,952). A similar allocation is anticipated for 1997-98 and 1998-99, subject to any funding decisions that may result from upcoming Provincial Budgets. At this time, we are planning on the basis of the same allocation as in 1996.

   Appendix One details a preliminary summary of projects for Year II of the program. The Canada Ontario Infrastructure Works Program (C.O.I.W.) is finished. This program enabled our Board to complete a considerable amount of roof work. Without this funding source the greater proportion of Facilities Renewal Funding for 1997 is directed to Roof Replacement.

3. The Major Renovation Program has also slowed down in order to defer debt charges. The completion of the replacement of Queen Mary School, Phase II of Renovations for Glendale Secondary School and Phase III of Hill Park Secondary School were the major capital projects carried out last year. The completion of the renovation to Glendale Secondary School - Phase III at an estimated cost of $1,500,000 is the only major capital project being considered for 1997. In order to complete planning and schedule summer work for this project approval to go to tender now is recommended.

4. In 1995 the acquisition of boilers was realized through a limited energy performance contract. This plan has provided on a small scale experience in this method of acquisition. This type of contract leverages existing operating money in order to finance capital acquisitions. Appendix TWO is an excerpt from the 1996 06 11 report to Operations and Finance on the Update on Energy Plan. It summarizes the Contract with Honeywell. Figures for the construction period and the first two months of Year I of the Guarantee Period were received in late December. We are currently reviewing the figures with Honeywell in order to be able to report the savings for this project.

   In June 1996 the following motion was approved " That the Energy Committee prepare and issue an RFI (prequalification) followed by an RFP (Request for Proposal) for an Energy Performance Contract for the Hamilton Board in order to make recommendations for an Energy Management Plan. " Since then the Energy Committee has been working on this major initiative. The Request for Proposal was released in November 1996 and responses are due in early February. In order to update the Board on the Honeywell Contract and the process of selecting an ESCO - Energy Services Company it is recommended that a workshop be held in late January 1997. (Appendix Three)

ISSUE :

To provide preliminary information on Accommodation for the 1997 Budget and to receive approval to proceed on certain projects.

RECOMMENDATIONS :

1. The preliminary schedule of projects summarized in Appendix One be received for information for the 1997 Budget, subject to final details from the Ministry of Education and budget review.

2. The 1997 Approved Budget include, in addition to monies budgeted for Preventative Maintenance, the Board estimated share for Facilities Renewal ($ 439,452), subject to final details from the Ministry of Education.

3. Approval be given to go to tender, as of January 20, 1997 for the major renovation of Glendale Phase III to be completed in 1997 at an estimated cost of $1,500,000.

4. A workshop to report on the savings related to the Honeywell Contract and to update the Board on the process for selecting an ESCO be held in late January 1997.

RATIONALE :

1. The summary provides preliminary information about recommended work and budget requirements for 1997.

2. The intent of the Facilities Renewal Program is to be supplemental to the operations of the Board in maintaining its facilities in good repair in accordance with the Education Act.

3. Major school renovations have proven effective in bringing up to grade a number of our facilities. The benefit in these renovations is the improvement that results in the mechanical and electrical systems and consequently a decrease in the cost of repairs. Renovations have contributed to shortening some of the long cycles in our preventative maintenance programs. No additional projects are recommended at this time because of the uncertainty over the factors that impact accommodation. The recommendation is to complete Glendale in the summer of 1997. In order to plan for this, the tender process should start this early. Final approval comes back to the Board, upon completion of the tender process. (March or April 1997)

4. The members of the Energy Committee believe that a workshop will provide all Trustees with background to evaluate the savings from the pilot contract and to build a base of information that will be helpful when the recommendation on the selection of an ESCO is brought to the Board in March for final decision. A workshop format provides for a reasonable amount of time to present a great deal of information.

ATTACHMENTS :

Appendix One	Preliminary Summary of Facilities Renewal Projects for 1997
Appendix Two	Summary of Contract with Honeywell
Appendix Three	Energy Committee Makeup and Mandate

PRELIMINARY INFORMATION FOR FACILITIES RENEWAL PROJECTS FOR YEAR II OF THE PROGRAM
CALENDAR YEAR AND BUDGET 1997

SCHOOL BOARD: The Board of Education for the City of Hamilton
BOARD NUMBER: 64319
Bd's Elem. & Sec. REE Rate of Grant = .70235 (As per 1996)
Estimated Allocation: $1,476,452

A. Project Details					B. Expenditures		
Project #	School Name	Project Description	Category	Priority	Estimated Cost	Estimated Provincial Share (.70235)	Estimated Local Share
ESTIMATED GRANT		**$1,476,404**				**$1,036,952**	**$439,452**
1. ROOFING							
	Schools still being reviewed	Full Roof Replacements or	R1	E		$0	$0
	Target is 3 or 4 Projects	Major Repair of Large Section	R1	E		$0	$0
			R1	E		$0	$0
Sub Total					**$1,020,000**	**$716,397**	**$303,603**
2. MASONRY							
64319FRP97	Sherwood Secondary School	Masonry restoration, phase 2	R2	H	$230,000	$161,541	$68,460
Sub Total					**$230,000**	**$161,541**	**$68,460**
3. MECHANICAL							
64319FRP97	various locations	deferred maintenance			$100,000	$70,235	$29,765
Sub Total					**$100,000**	**$70,235**	**$29,765**
4. ELECTRICAL							
64319FRP97	Emergency Lighting	Installation of emergency lighting in exits and routes to exits in the event of power failure. 9 schools that do not have such lighting to be completed in 1997	C	H	$75,000	$52,676	$22,324
64319FRP97	Schools to be identified	Replacement of incoming power panels	C	H	$50,000	$35,118	$14,883
Sub Total					**$125,000**	**$87,794**	**$37,206**
TOTAL ESTIMATED COST OF PROJECTS					**$1,475,000**	**$1,035,966**	**$439,034**

UPDATE ON HONEYWELL CONTRACT FROM 1995

INSTALLATIONS

In 1995 the boilers identified in the Accommodation Report for replacement were acquired through a Performance Contract with Honeywell Limited. The replacement of these boilers, all over 35 years old, had reached the critical stage. The Capital Budget for 1995 was reduced by 6 million dollars. An innovative solution was needed in order to replace boilers at Franklin Road, Hampton Heights, Norwood Park and Parkdale and controls at Burkholder.

A Performance Contract for these boilers was established with Honeywell Limited. The concept of a Performance Contract is the leveraging of existing monies for the acquisition of capital. By implementing energy conservation measures in buildings, the savings in energy bills are applied to the cost of the capital acquisitions and measures that were installed to achieve such savings. The following update on this acquisition is provided as part of this report on the Energy Management Plan.

In order to achieve savings a number of equipment and modernization upgrades were installed as identified and specified in the Engineering Audits carried out under this contract. Essentially the following Technical Measures were implemented:

- installation of new hot water heating boilers at Franklin Road, Hampton Heights, Norwood Park
- installation of a new low pressure steam boiler and condensate receiver at Parkdale School
- building envelope sealing measures to reduce infiltration
- ventilation changes to reflect current building code
- improved building operation through the installation of microprocessor digital controllers and electronic time clocks
- replacement of electric domestic hot water tanks with gas fired tanks
- water conservation measures on urinal flush tanks

The project is still in the construction startup phase. All the boilers were installed for the 1995 Fall cold weather start up. All other measures have been installed. There has been some delay in completing the controllers. This will be complete by the end of August 1996. The upcoming Winter 96/97 will be the first season with all the energy saving equipment operating. Consequently we will not have full savings reports until October 1997.

All of the figures and utility data for the 95/96 heating season have just been compiled and turned over to Honeywell for analysis. However, Honeywell has indicated a preliminary review of figures is indicating savings at 15 to 22 percent. Until the analysis is complete it is not possible to draw any conclusions.

FINANCING

The concept of Energy Performance Contracting is to leverage energy savings over a specified period of time (guarantee period) to pay down debt incurred through the capital acquisitions and measures installed for energy improvements. In effect the concept is a form of financing over time. For this limited contract the guarantee period is established at 120 months. In other words the payback period is 10 years.

With the assistance of the Manager of Financial Services we have financed this contract with our bank through a three year loan, under what is called an equipment lease. This means the loan will be paid off in three years and no further financing will be required. It is estimated with this financial plan the payback will be reached early in Year 8. The annual payment of the loan in each of the three years will come from the savings in the energy budget. The loan is for $ 427,727 and the yearly payment, including interest, is $156,746.

The Energy Performance contract stipulates that savings in excess of the calculated savings accrue to the Board. Where energy savings are less than calculated savings, Honeywell will pay the difference.

ENERGY COMMITTEE MEMBERS

Pat Gillie	Superintendent - Administrative and Operational Services
Jim Riley	Manager - Engineering and Maintenance
Ray Mulholland	Trustee
Brian Gage	Trustee
Bill Ferris	Secondary School Vice - Principal
Brian Castle	Elementary School Principal
Gary Hardman	Manager Purchasing
John Moffat	Manager Caretaking and Training
Irene Polidori	Manager Financial Services and resource to the Committee
David Burd	Consultant from Proctor and Redfern
Ian Gordon	Legal Counsel to Committee

ENERGY COMMITTEE MANDATE

excerpted from report to Operations and Finance 1996 06 11

" this Committee develop a complete Request for Proposal and process for selection in order to bring back recommendations for full energy performance contracts to be effected for 1997. "

The following are guidelines for the mandate of the Committee:

A. *Committee Makeup*
Engineering Staff, Trustees, Senior Management, Principals, other designated staff, members of the community (size of committee not to exceed 10)

B. *Committee Tasks*

1. Prepare a prequalification tender using standard tender procedures
2. Review the responses and select X? for recommendation
3. Review the results of the process and develop a Request for Proposal for an Energy Management Plan for the Board of Education for the City of Hamilton.
4. Select 5 companies to submit proposals and present to the Committee
5. Select 1 Company to prepare an in depth study

C. *Implementation*

Proceed with the project if the study bears out the original proposal content
-this will include the installation and the training of staff stage

D. *Follow up*

Review and monitor savings and maintenance of equipment for the contract period

Excerpt from the November Report of the Operations and Finance Committee

10. That the following Report of the Transportation Committee be approved:

(iii) a. That, effective 1996 07 01, responsibility for student transportation be assigned to the Property, Assessment and Audit Department through the re-alignment of duties among existing full-time equivalent positions, and

Clause b. added at the Operations and Finance Committee:
b. That the revised Position Description Questionnaires salaries be brought back to the Committee

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Clauses 10. (iii) a. adopted at the November Board.

Clause 10. (iii) b. referred back to the Operations and Finance Committee.

Carleton Roman Catholic School Board

Administration Office

Referred to Operations and Finance at 1996 11 28 Board

October 16, 1996
File No. 38-1

OFFICE OF THE
OCT 23 1996
DIRECTOR OF EDUCATION

Director of Education
Ontario Public School Boards

Dear Director:

I am writing in regard to the negative statements made by the Minister of Education and Training on the status of the education system in Ontario and his approach to such fundamental reform initiatives, as Educational Governance, Secondary School Reform, Bill 100, Curriculum Change, Student Achievement, etc.

At its regular meeting of October 15, 1996, the Carleton Roman Catholic School Board passed a motion which calls for the Minister to refrain from his unsubstantiated criticism of Ontario's education system and rather, to work with the educational community in a more positive and constructive fashion.

In light of the above, we would respectfully request that your Board of Trustees support this resolution by passing a similar motion thus expressing your views to Mr. Snobelen.

Yours truly,

Philip A. Rocco
Director of Education

PAR:kh
Encl.

cc: P. Slack, Executive Director, OSSTA
M. Caravaggi, Executive Director, OCSOA
D.M. Kennedy, President, OECTA Carleton Unit
G. Poirier, President, Employees Association of Ottawa-Carleton
R. DiNardo, President, CRCSB Parent Communication Committee

1695 Merivale Road, Nepean, Ontario Canada K2G 3R4
Tel: (613) 224-2222 Fax: (613) 224-5063

CARLETON ROMAN CATHOLIC SCHOOL BOARD

WHEREAS the Minister of Education and Training is in a position to provide political leadership to the education system in Ontario, and

WHEREAS the Minister of Education and Training by his unsubstantiated, negative statements on the quality of education in Ontario creates a crisis, and

WHEREAS the Royal Commission on Learning has extensively studied the Ontario education system and has found it to be of an excellent quality and has made many worthwhile recommendations which are being ignored, and

WHEREAS the Minister of Education and Training appears to be unaware of the high quality of education in Ontario, and

WHEREAS our quality education system is being threatened for political and financial reasons, and

WHEREAS common sense is not evident in relation to recent directions concerning education policy, and

WHEREAS parents and ratepayers support and value local governance of their education system, and

WHEREAS the education system *is not broken* as the Minister of Education and Training would have us believe.

THEREFORE BE IT RESOLVED that the Minister of Education and Training and the Premier of Ontario be requested to:

- Recognize the high quality of education presently offered to students in Ontario and refrain from further unsubstantiated, derogatory comments on the provincial education system.
- Recognize the serious impact on students of further funding reductions to education - "Cuts Hurt Kids".
- Acknowledge the value of locally elected school boards as advocates and representatives of local communities.
- Enter into realistic and meaningful consultation with all education stakeholders that will lead to positive change for students based on the recommendations of the Royal Commission on Learning.
- Recognize the Minister of Education and Training's primary role as advocate and proponent of our educational system.

AND BE IT FURTHER RESOLVED that all other school boards in the province be notified and requested to support this motion.

REPORT OF THE
TRUSTEE COMMUNICATIONS COMMITTEE

Present: Trustees Johnston (Chairman Pro Tem), Patenaude and Rogers.

Also
Present: Trustee Mulholland.

Official
Present: P. Gillie (Superintendent - Administrative and Operational Services)

The Committee recommends:

GENERAL

1. That the Ontario Public School Board's Association video -- "What did you learn in school today" be placed in the Dr. H. Paikin Library and that school councils be made aware of, possibly through the PROFs, and encouraged to view this video.

2. That the trustees' inclusion in the system distribution of all PROFs information be approved, in principle, and that this issue be referred to the officials for consideration and review.

3. That, in order to widen the scope for information gathering, the term "electronic" be deleted from the Board-approved 1996 mandate of the Trustee Communications Committee.

4. That a 5-minute update be allotted under "Communications" at the regular Board meeting for trustees to report on various activities they have participated in for the benefit of the Board.

Respectfully submitted

Committee Room
1996 11 12

J. JOHNSTON
Chairman Pro Tem

REPORT OF THE POLICY REVIEW COMMITTEE

Present: Trustees Bishop (Chairman), Hicks, Mulholland, Orban and Patenaude.

Official Present: D. W. Goodridge, Director of Education and Secretary

Re: CHANGES TO OUR SCHOOL CONSOLIDATION POLICY

GENERAL

Background

Our previous policy, completed in 1986, was designed for the days when schools were being closed because of declining student enrolment. In the 1990's, the issues involved in the closure and consolidation of schools are more complex. Of late, the policy has been found difficult to administer.

The Policy Review Committee has met and deliberated over this issue for the course of 6 meetings.

Issue:

To update our school closure and consolidation policy.

The Committee recommends:

1. **That the attached Policy Statement and Operating Procedure for School Closures be approved.**

2. **That this Policy be reviewed in 2000.**

Rationale:

The previous policy (see attached - Appendix A) was difficult to use because it incorporated rigid timelines. The timelines in this new policy will be determined by the Board for each recommended school closure and/or consolidation.

There is a continued need to communicate and consult with our parents and community about possible school changes.

The former policy was sometimes difficult to interpret.

The closure of one school impacts on other schools. The new policy acknowledges this by representing all those affected by the process on the School Review Committee.

As well as acknowledging issues involving declining enrolment the policy recognizes three additional reasons for considering closure of a school: program viability, structural condition and consolidation of programs.

Respectfully submitted

1996 11 25
Committee Room

JUDITH BISHOP
Chairman

CATEGORY	SCHOOL CLOSURES	#

POLICY

It is the policy of the Board of Education for the City of Hamilton to determine the continuance or discontinuance of the operation of an elementary and/or secondary school(s) that are identified by one or more of the following broad areas:

1. Low Occupancy - the enrolment of a school has fallen below 60% of the Ministry of Education and Training's operating capacity.

2. Program Viability - declining enrolment is jeopardizing the school's ability to meet the program needs of its students.

3. Structural Condition - economic factors require a study of the school's long-term operation (e.g. fire safety requirements, mechanical condition, absence of program facilities, etc.)

4. Consolidation of Programs - a proposal to reduce the number of schools operated by the Board has been received.

AUTHORITY

- Board Policy - 1996 12 [pending]

RESPONSIBILITIES

Director of Education and Secretary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SCHOOL CLOSURES

PROCEDURES

1. The Director of Education shall report to the Board annually on enrolment trends and accommodation and program needs for all levels of education in the system.

2. Where a report is received that contains proposals for action, the Board shall

(a) ensure that an appropriate process of communication and community involvement has taken place before acting on the proposals,

(b) approve the timelines for the recommendations and the process for public response/input.

3. Based on the recommendations presented, it is the responsibility of the Superintendent of Schools to call a public meeting for the purpose of:

(i) presenting the salient data on which the proposal to identify the school for study for closure was made,

(ii) providing the opportunity for discussion,

(iii) selecting the parent and community representatives to serve on the School Review Committee.

4. The School Review Committee shall be established as follows:

(a) Membership

Trustee(s) representative(s) from the schools affected by the proposed recommendations

1 community representative from the schools affected by the proposed recommendations

1 parent from each school affected by the proposed recommendations

1 principal from each school affected by the proposed recommendations

The President(s) of the Student Council or designate from any secondary school(s) affected by the proposed recommendations

(b) Terms of Reference

(i) To ensure that all possible options for solution of the difficulty have been considered.

(ii) To involve parents and the community in the review process and to receive the community's response to the committee's deliberations.

(iii) To report to the Board on its deliberations, observations and recommendations.

CONSOLIDATION OF SCHOOL ACCOMMODATION

- ELEMENTARY SCHOOLS
- SECONDARY SCHOOLS

Board of Education for the City of Hamilton

February, 1986
EMC

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CONSOLIDATION OF SCHOOL ACCOMMODATION ELEMENTARY PANEL

Stage I—Identification and Confirmation

1. **By December of each year, the Director of Education shall report to the Board on enrolment trends and accommodation needs for all levels of education in the system indicating those schools to be identified for further study for closure.**

2. The Director's planning report will include the identification of schools which conform to the following criteria for educational viability:

—JK-5 schools of 200 pupils, or fewer (with at least 150 in the grades)

—JK-6 schools of 200 pupils, or fewer (with at least 165 in the grades)

—6 / 7 / 8 schools of 250 pupils, or fewer

and that JK-8 schools, for purposes of this report, be considered as two schools occupying one building and that the guidelines above be applied for each part (i.e. JK-5, 6-8).

3. The Director's Accommodation Committee will approach the Community Services Branch of the Hamilton-Wentworth Regional Police Department for input and advice regarding student traffic safety.

4. The Director's Accommodation Committee will approach the Planning and Development Department of the Regional Municipality of Hamilton-Wentworth for input and advice regarding residential construction, future plans for neighbourhoods, etc.

5. On the approval of the Director's recommendations, as presented or amended by the Board, the Principal of the school concerned, under the direction of the Assistant Superintendent (Area) will immediately advise the community of the Board's action and arrange a public meeting under the Chairmanship of the Education Management Committee or a Trustee designated by the Chairman of the Education Management Committee.

The purpose of the meeting is to:

(a) present to the meeting all of the salient data on which the proposal to identify the school for study for closure was made.

(b) to provide those present at the meeting with the opportunity to discuss the identification proposal.

(c) to establish a Review and Analysis Committee.

State II—Review and Analysis

1. A committee composed of one principal, three parents in the school, three residents of the school's attendance area who do not have children in the school (public school supporters), two trustees, two administrative staff and additional resource personnel as required to be established.

2. Administration personnel representatives on Review and Analysis Committees are resource people. All other members have full voting privileges.

3. The Review and Analysis Committee will be provided with the following:

(a) Operating cost of school considered for closure
(b) Policy on busing
(c) Classroom structure
(d) Floor Plan—of school to be closed
—of alternate schools
(e) Enrolment by grades
(f) Map of area
(g) Estimated numbers of children beyond one mile.
(h) Problems with physical plant
(i) Activities in school after hours.
(j) Bibliography of articles on school closures
(k) Staffing formula
(l) Copies of relevant policies.

4. The Review and Analysis Committee will consider the following:

(a) the advantages/disadvantages of the educational programme experience of the students in the school.

(b) the social influences on the community of the existing school.

(c) The enrolment and population statistics, including future developments or redevelopment both within the community and for adjacent attendance areas.

(d) the statement concerning the school facility in terms of the relationship of space used and not used for academic purposes and the state of repair of the building.

(e) system statistics regarding enrolment, instructional cost maintenance and operation costs.

(f) requirements for Special Education within the Family.

(g) identification of potential student spaces in adjacent schools taking into consideration distances, traffic configuration, busing, lunchroom facilities

(h) staff relocation implications.

(i) any additional pertinent information related to a specific school.

(j) specific budget implications on program requirements due to enrolment.

(k) year level organization (triple and double gradings).

(l) opportunities for alternative compatible use of facilities.

(m) additional resources that may have to be provided beyond that which would be normally provided.

(n) staffing implications due to specific school enrolments.

(o) specific staffing requirements that cannot be met through regular allocations.

The Review and Analysis Committee will have freedom of access to all relevant data, and staff support in the preparation of the report.

The report will normally be compiled during the January to May period for presentation to the Education Management Committee in June for receipt and referral to administration for study.

Stage III—Study of Alternative Recommendations

1. The administration will study the report of the Review and Analysis Committee and the Director will forward specific recommendations to the Education Management Committee for consideration during the month of September.

2. The Board will decide to accept / reject or adapt the recommendations of the Director at the October Board meeting.

3. If the decision of the Board is to not close the school, the school will continue to be subject to regular review.

4. This decision will be communicated to the community through the Assistant Superintendent (Area).

Stage IV—Implementation

1. The administration will convene meetings with parents, students and staff to provide an appropriate orientation programme for all affected by the Board's decision.

2. The administration will implement the decision for closure effective June 30th.

CONSOLIDATION OF SCHOOL ACCOMMODATION
SECONDARY SCHOOLS

Approved: 1980 09 09

Stage I - Identification and Confirmation

1. By December of each year, the Director of Education shall report to the Board on enrolment trends and accommodation needs for all levels of education in the system indicating those schools to be identified for further study for closure.

2. The Director's planning report will include the identification of schools which appear to be no longer educationally viable or where special circumstances so warrant (e.g. age, size, other available facilities in the area under study, etc.).

3. On the approval of the Director's recommendations, as presented or amended by the Board, the Principal of the school concerned, under the direction of the Area Superintendent, will immediately advise the community of the Board's action and arrange a public meeting under the chairmanship of the Chairman of the Education Committee or a Trustee designated by the Chairman of the Education Management Committee.

   The purpose of the meeting is to:

   (a) present to the meeting all of the salient data on which the proposal to identify the school for study for closure was made.

   (b) to provide those present at the meeting with the opportunity to discuss the identification proposal, and

   (c) to establish a Review and Analysis Committee.

STAGE II - REVIEW AND ANALYSIS

1. A committee comprised of one principal, one teacher, three parents of students in the school, three residents of the school's attendance area who do not have children in the school, two trustees from the ward(s), two administrative staff, two senior students and additional resource personnel as required to be established.

2. The Review and Analysis Committee will consider the following as applicable:

   (a) the advantages/disadvantages of the educational program experience of the students in the school.

   (b) the social influences on the community of the existing school.

   (c) the enrolment and population statistics, including future developments or redevelopment both within the community and for adjacent attendance areas.

62.

(d) the statement concerning the school facility in terms of the relationship of space used and not used for academic purposes and the state of repair of the building.

(e) system statistics regarding enrolment, instructional costs, maintenance and operations costs.

(f) requirements for Special Education with the Family.

(g) identification of potential student spaces in adjacent schools taking into consideration distances, traffic configuration, busing, cafeteria facilities.

(h) staff relocation implications.

(i) any additional pertinent information related to a specific school.

(j) specific budget implications and program requirements due to enrolment.

(k) combining options in different grades (i.e. stacking).

(l) opportunities for alternative compatible use of facilities.

(m) additional resources that may have to be provided beyond that which would be normally provided.

(n) staffing implications due to specific school enrolments.

(o) specific staffing requirements that cannot be met through regular allocations.

The Review and Analysis Committee will have freedom of access to all relevant data and staff support in the preparation of the report.

The report will normally be compiled during the January to May period for presentation to the Education Management Committee in June for receipt and referral to administration to study.

<u>Stage III - Study of Alternative Recommendations</u>

1. The administration will study the report of the Review and Analysis Committee, and the Director will forward specific recommendations to the Education Management Committee for consideration during the month of September.

2. The Board will decide to accept, reject or adapt the recommendations of the Director at the October Board meeting.

3. If the decision of the Board is not to close the school, the school will continue to be subject to regular review.

4. This decision will be communicated to the community through the Area Superintendent.

Stage IV - Implementation

1. The administration will convene meetings with parents, students and staff to provide an appropriate orientation program for all affected by the Board's decision.

2. The administration will implement the decision for closure, effective June 30th.

Vocational Secondary Schools

(i) Director's recommendation to study for consolidation in October/November.

(ii) Public presentation will be invited at an open meeting in January.

(iii) Board Decision in February -- for implementation in September of the following year.

Hamilton Board of Education
Education Centre
1997 01 07

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendation for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip request be approved:

i. Sherwood Secondary, Grades 10 to OAC [National Musicfest, Ottawa, Ont.], 1997 05 21-25 (Wednesday to Sunday).

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

sr

AGENDA
RATIONS AND FINANCE COMMITTEE
1997 02 13

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Verbal Report re School Councils

NEW BUSINESS:

1. Request from the Ontario Public School Boards' Association for Financial Assistance - requested by Trustee Johnston **Page 1**
2. Safety Salt on Walkways/Playgrounds - requested by Trustee Orban
3. Report of the Fundraising/Corporate Partnership Policy Committee [to be deferred]

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education and Secretary **Pages 2 and 3**
2. Secondary School Students Enrolled in 1-2 Credits - requested by Trustee Bishop
3. Research Proposal - York University **Pages 4 to 10**

ONTARIO PUBLIC SCHOOL BOARDS ASSOCIATION

Consultation by the directors of OPSBA with five different law firms, all of which are specialists in constitutional law, resulted in their unanimous conclusion that a strong legal case can be made that the Ontario government does not have the power, unilaterally, to remove the right of Ontario Public School Boards to levy municipal residential property taxes for educational purposes.

Further, it was stated that proposed legislation, in its present form, would not prevent Roman Catholic Separate School Boards, at some future date, from levying property taxes. Only Public Boards would be denied this opportunity. Equality is being denied. Constitutional rights are being abrogated.

It was therefore unanimously agreed that all member OPSBA boards be asked to forward immediately a voluntary levy, at the rate of sixty cents per pupil, to finance this appeal. Various Boards, including Wentworth County, have already approved the proposal. A legal appeal can only take place if such a proposed bill is passed by the Ontario Legislative Assembly. It is understood that moneys so forwarded would be placed in a Public Education Partners Fund, which has also received funds from private individuals and municipalities. Hamilton has the right to stipulate that any or all moneys, not expended in this proposed appeal, could be returned from the PEPF if so designated. However time lines appear very short and action must be taken now to protect the rights of Public School Boards.

February 4th, 1997 John A. Johnston

Hamilton Board of Education
Education Centre
1997 02 13

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip requests be approved:

i. Burkholder, Grades 6 to 8 [Camping Trip, Camp Arowhon, Algonquin Park], 1997 06 10-13 (Tuesday to Friday)

ii. Cardinal Heights, Grade 8 [Parliament Buildings, Ottawa, Ont.], 1997 05 21-23 (Wednesday to Friday)

iii. Chedoke, Grade 8 [Ski Trip, Barrie, Ont.], 1997 03 06 (Monday)

iv. Glen Brae, Grade 8 [Muskoka Woods, Lake Rosseau, Ont.], 1997 04 22-25 (Tuesday to Friday)

v. Holbrook, Grades 4 to 5 [Camp Wanakita, Haliburton, Ont.],1997 05 12-14 (Monday to Wednesday)

vi. Memorial, Grades 6 to 8 [Ski Trip, Horseshoe Valley, Barrie, Ont.], 1997 02 25 (Tuesday)

vii. Memorial, Grade 8 [Ski Trip, Horseshoe Valley, Barrie, Ont.], 1997 02 25-26 (Tuesday to Wednesday)

viii. Norwood Park, Grades 6 to 8 [Ski Trip, Snow Valley, Barrie, Ont.], 1997 02 28 (Friday)

ix. Queen Mary, Grades 6 to 8 [Camping Trip, Bracebridge, Ont.], 1997 06 17-20 (Tuesday to Friday)

x. Viscount Montgomery, Grade 8 [Kilcoo Camp, Minden, Ont.], 1997 05 20-24 (Tuesday to Saturday)

xi. Viscount Montgomery, Queen Victoria, Fernwood Park, Grades 4 to 5 [Teen Ranch, Orangeville, Ont.], 1997 05 22 to 23 (Thursday to Friday)

xii. Westview, Grades 7 to 8 [Stratford Theatre, Stratford, Ont.], 1997 05 28 (Thursday)

xiii. Sherwood, Grades 9 to OAC [Stratford Festival, Stratford, Ont.], 1997 05 26 (Monday)

xiv. Westdale, Grades 11 to OAC [World Affairs Conference at Upper Canada College, Toronto], 1997 02 17-18 (Monday to Tuesday]

xv. Westdale, Grades 9 to OAC [National Music Festival, Ottawa], 1997 05 12-25 (Friday to Sunday)

xvi. Westdale, Grades 11 to OAC [Cultural Exchange, China], 1997 10 03-18 (Monday to Tuesday

xvii. Westmount, Grades 9 to OAC [Ski Trip, Horseshoe Valley, Barrie, Ont.], 1997 02 11 (Tuesday)

xviii. GHAC Championship, Grades 9 to OAC [Cross Country Skiing, Duntroon, Ont.], 1997 02 11 (Tuesday)

xix. OFSAA Championships, Grades 9 to OAC [Cross Country Skiing, North Bay, Ont.], 1997 02 20-21 (Thursday to Friday)

xx. OFSAA Championships, Grades 11 to 13 [Girls' Volleyball, Kitchener, Ont.], 1997 03 04-06 (Tuesday to Thursday)

xxi. OFSAA Championships, Grades 11 to 13 [Girls' "AA" Volleyball, Perth, Ont.], 1997 03 04-06 (Tuesday to Thursday)

xxii. OFSAA Championships, Grades 9 to OAC [Boys' Basketball, Ottawa, Ont.], 1997 03 05-07 (Wednesday to Friday)

xxiii. OFSAA Championships, Grades 9 to OAC [Boys' "AA" Basketball, Stratford, Ont.], 1997 03 05-07 (Wednesday to Friday)

xxiv. OFSAA Championships, Grades 9 to OAC [Boys' Hockey, Sault Ste. Marie, Ont.], 1997 03 19-22 (Wednesday to Saturday)

xxv. OFSAA Championships, Grades 9 to OAC [Gymnastics, Toronto, Ont.], 1997 04 11 (Friday)

xxvi. OFSAA Championships, Grades 9 to OAC [Badminton, London, Ont.], 1997 05 01-03 (Thursday to Saturday)

xxvii. OFSAA Championships, Grades 9 to 0AC [Boys' Soccer, Sudbury, Ont.], 1997 06 05-07 (Thursday to Saturday)

xxviii. OFSAA Championships, Grades 9 to OAC [Boys' "AA" Soccer, Forest, Ont.], 1997 06 05-07 (Thursday to Saturday)

xxix. OFSAA Championships, Grades 9 to 0AC [Girls' Soccer, Ottawa, Ont.], 1997 06 05-07 (Thursday to Saturday)

xxx. OFSAA Championships, Grades 9 to OAC [Girls' "AA" Soccer, Alexandria, Ont.], 1997 06 05-07 (Thursday to Saturday)

xxxi. OFSAA Championships, Grades 9 to OAC [Track and Field, Toronto, Ont.], 1997 06 05-07 (Thursday to Saturday)

Respectfully submitted,

M. Matier
Director of Education
and Secretary

sr

1997 02 13

To the Chairman and Members
Operations and Finance Committee

From: M. Matier, Director of Education and Secretary

Re: RESEARCH PROPOSAL - YORK UNIVERSITY

Report: Decision

BACKGROUND
A Professor at York University has requested permission to conduct a study as part of a research project on the development of children's representations of quantity. The study has the support of York University.

In particular, children's understanding of the concepts of zero and half, as well as their ideas about how to represent these quanitites notationally, will be the focus of the study.

If approved, students up to and including 7 years of age will be interviewed from four or five randomly-selected schools within the Hamilton Board of Education.

Parental permission will be sought in advance and participation by the students will be voluntary. The results of the survey will be made available to the school and any interested parents. However, scores of individual children are confidential and will not be relayed to the school, teacher or parents. Only class and school averages will be available.

ISSUE
To obtain Board support for participation in the study.

RECOMMENDATION
That the request to include our students in a research study, as supported by York University, on the development of children's representations of quantity be granted, provided that the involvement of students is voluntary and with parental consent.

RATIONALE
This research is being conducted as part of a research practicum in Developmental Processes. Senior Management is supportive of the intent of the study and recommends approval be granted. Please note that the person conducting the survey will be required to provide a criminal reference document from the Police Department or the local RCMP Department.

See Appendix A for further information.

APPENDIX A

Our study looks at children's developing representations of quantity, in particular their understanding of zero and fractions. We will be looking at children between the ages of 3 and 7 and would like to see at least 15 of each age group. The first session would take about 20 minutes and the second, a week later, about 2 minutes.

The children will be asked to play 3 games. In the first game, we will have them distribute cookies to different Sesame Street characters lunch boxes. We will then have them write down on paper something to help them remember the number of cookies (they are not required to know how to write their numbers). Later we will ask if they can use this to recall the number of cookies. In the second game we will ask them to show the number of cookies using their fingers. Finally, in the last game, the children will act as a waiter/waitress and record on an order form my order for different quantities of pizza, pie, etc. One week from the first testing date, we will come back and ask the children again if they can recall the number of cookies in the different boxes using what they wrote to represent that quantity.

This research is being conducted as part of my research practicum in Developmental Processes.

Restaurant Tasks

	Correct	Incorrect	Response Type	Ambiguous Responses
2				
½				
0				
¼				
½				
0				
6				
¼				

Boxes Task: Recall

	Recall-20	Ambiguous Responses	Recall-1 week	Ambiguous Responses
2				
5				
½				
0				
¼				
2				
5				
½				
0				
¼				

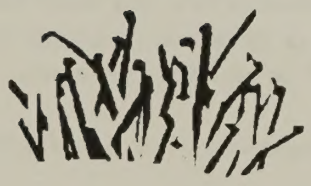
Boxes Task

	Correct	Incorrect	Response Type	Distribution	Ambiguous Responses
2					
5					
½					
0					
¼					
2					
5					
½					
0					
¼					

Fingers Task

	Correct	Incorrect	Response Type	Ambiguous Responses
2				
5				
½				
0				
¼				
2				
5				
½				
0				
¼				

ORDER



French Fries

Name: _____

Subject #: _____

Gender: _____

Birthday: _____

Location: _____

Department of Psychology

FAX (416) 736-5814

4700 KEELE STREET • NORTH YORK • ONTARIO • CANADA • M3J 1P3

Dear Parent(s):

We are conducting a study of children's developing understanding of quantity and how quantity can be represented in writing. We are also interested in the various ways children can think of representing different quantities, including nonconventional notations.

We will be interviewing children in your child's class beginning in February. We will start by talking to the whole class about the study. This will take about five minutes. Then some children will be asked to come out of the class to answer some individual questions about quantity. Each child will be given three tasks in which they will be asked to represent different quantities on paper. This will take about 20 minutes all together.

The study has the support of York University, but since it is outside the usual classroom activities, we need the permission of parents to allow their child to participate. The results of the study will be made available to the school and all interested parents upon completion. Scores of individual children are confidential and will not be given to the school, teacher, or parents. Only class and school averages will be available.

We hope you will indicate your agreement by completing the attached permission form. Valid results depend on the participation of as many students as possible. If you have any further questions about the study or the tests used, please call me at 736-5119.

Thank you for your cooperation.

Sincerely,

Ellen Bialystok, Ph.D.
Professor

I give permission for my child _____ to participate in this study.

Child's birth date _____
day, month, year

_____
Signature

AGENDA
ATIONS AND FINANCE COMMITTEE
1997 03 04

GENERAL

NEW BUSINESS:

1. Presentation by Westdale School Council re an Increase in Technical Support for the Computers Within the Schools Across the City — **See Separate Package**

2. Report of the Special Education Advisory Committee — **Page 1**

3. Report of the Policy Review Committee — **Pages 2 to 4**

4. Report of the Fundraising/Corporate Partnership Policy Committee — **Pages 5 to 15**

5. 1997 Membership Fees

a) Canadian Education Association (CEA)	- $ 3,673.71	**Page 16**
b) Ontario Education Research Council (OERC)	- $ 725.00	**Page 17**
c) Ontario Public School Boards Association (OPSBA)	- $64,096.21	**Page 18**
d) Association française des conseils scolaires de l'Ontario (AFCSO)	- $ 2,287.13	**Page 19**

6. (a) Preliminary Presentation and Discussion of 1997 Budget
   (b) Budget Meeting Dates: 1997 03 25, 26, 27 and 04 02

7. Update on Technological Implementation Plan — **Pages 20 to 31**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education and Secretary — **Page 32**

2. Secondary School Students Enrolled in 1-2 Credits - requested by Trustee Bishop

3. Verbal Update - Glendale Secondary School

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. Kappheim (Chairman); Trustees Bishop and Mulholland; Mesdames Bramberger, Burns, Kerr Jaskiewicz, Oommen and Messrs. Bucsis, Must and Shields.

Also Present: Mesdames E. Collins (Hamilton Principals' Association) and P. Hutchinson (Hamilton Teachers' Federation).

Official Present: E. Bond (Superintendent of Program).

The Committee recommends:

GENERAL

1. That a communication be sent to the Ministry of Education and Training asking that consideration be given for S.E.A.C. representation on the Local Transition Committees regarding the amalgamation of Boards of Education.

Respectfully submitted,

Lower Auditorium
1997 02 19

A. KAPPHEIM
Chairman

REPORT OF THE POLICY REVIEW COMMITTEE

Present: Trustees Bishop (Chairman), Mulholland, Orban and Patenaude.

Official Present: M. Matier, Director of Education and Secretary

The Committee recommends:

GENERAL

1. That the attached Policy Statement and Operating Procedures for School Closures be approved.

2. That this Policy be reviewed in 2000.

Respectfully submitted

Committee Room
1997 02 25

JUDITH BISHOP
Chairman

CATEGORY	SCHOOL CLOSURES	#

POLICY

It is the policy of the Board of Education for the City of Hamilton to determine the continuance or discontinuance of the operation of an elementary and/or secondary school(s) that are identified by one or more of the following broad areas:

1. Program Viability - declining enrolment is jeopardizing the school's ability to meet the program needs of its students.

2. Consolidation of Programs - a proposal to reduce the number of schools operated by the Board has been received.

3. Low Occupancy - the enrolment of a school has fallen below 60% of the Ministry of Education and Training's operating capacity.

4. Structural Condition - economic factors require a study of the school's long-term operation (e.g. fire safety requirements, mechanical condition, absence of program facilities, etc.)

AUTHORITY

- Board Policy - [pending]

RESPONSIBILITIES

Director of Education and Secretary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SCHOOL CLOSURES

OPERATING PROCEDURES

1. The Director of Education shall report to the Board annually on enrolment trends and accommodation and program needs for all levels of education in the system.

2. Where a report is received that contains proposals for action, the Board shall
   (a) approve the timelines for the recommendations
   (b) ensure that an appropriate process of communication and community involvement of not less than 6 months duration, exclusive of July and August, has taken place before acting on the proposals.

3. Based on the recommendations presented, it is the responsibility of the Superintendent of Schools to call a public meeting within 4 weeks for the purpose of:
   (i) presenting the salient data on which the proposal to identify the school for study for closure was made,
   (ii) providing the opportunity for discussion,
   (iii) selecting the parent and community representatives to serve on the School Review Committee

4. The School Steering Committee shall be established as follows:

   (a) Terms of Reference
      (i) To ensure that all possible options for solution of the difficulty have been considered.
      (ii) To involve parents and the community in the review process and to receive the community's response to the committee's deliberations.
      (iii) To report to the Board on its deliberations, observations and recommendations.

   (b) Purpose
      To carry out the process of communication and community involvement-NEW

   (c) Membership
      Trustee representation from the schools affected by the proposed recommendations
      1 community representative from the schools affected by the proposed recommendations
      1 parent from each school affected by the proposed recommendations
      1 principal from each school affected by the proposed recommendations
      The President(s) of the Student Council or designate from any secondary school(s) affected by the proposed recommendations

REPORT OF THE FUNDRAISING/CORPORATE PARTNERSHIP POLICY COMMITTEE

Present: Trustees Darby (Chairman), Hill and Mulholland.

Also Present: Trustee Bishop.

Officials Present: M. Matier (Director of Education and Secretary) and L. Veerman (Acting Senior Financial Officer and Treasurer).

The Committee recommends:

GENERAL

1. That the attached Policy Statement and Operating Procedures for Sponsorship/Fundraising be approved. **[Pages 6 to 11]**

2. That no action be taken on the position of Grants Officer until the Education Improvement Commission is formalized through legislation. **[Pages 12 to 15]**

Respectfully submitted

Committee Room
1997 02 25

G. DARBY
Chairman

CATEGORY	SPONSORSHIP/FUNDRAISING

POLICY

It is the policy of the Board of Education for the City of Hamilton to accept donations, undertake fundraising, business agreements and sponsorships in which the Board and/or its school(s) may wish to participate provided they are consistent with the Board's Mission and Vision and its established Policies and Procedures and the Ministry of Education and Training's Regulations.

Mission Statement: The Hamilton Board of Education's purpose is to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society.

Vision: "Learning is most important to success in life."

The Vision of the Hamilton Board is to have a student-centred and school-based educational system which advocates and values a caring attitude, respect for diversity, accountability, innovation, trust and openness in communication, and challenges students to continued achievement.

This direction represents a refocussing on the students in the classroom.

Support and development of this Vision will provide Hamilton students with the capabilities to meet the challenges of the 21st century

AUTHORITY

(a) Any fundraising or donations over $5,000 (net) or any sponsorship will be reviewed by the Sponsorship/Fundraising Review Committee with a report to the Operations and Finance Committee for approval.

(b) Fundraising or donations under $5,000 (net) will be administered by the Principal, notwithstanding that said initiatives are not in conflict with system initiatives.

(c) All fundraising, donations, business agreements and sponsorship contracts will be reviewed by the Sponsorship/Fundraising Review Committee to ensure that they are within the Board's guidelines with a semi-annual report to the Operations and Finance Committee.

ADOPTED -
REVIEW DATE -

RESPONSIBILITIES

It is the responsibility of the Sponsorship/Fundraising Review Committee to ensure the Sponsorship/Fundraising Policy is interpreted within the parameters of the Board's Mission and Vision of education and to ensure the Operating Procedures are followed.

It is the responsibility of the Sponsorship/Fundraising Review Committee to monitor the formalization of accountability procedures for use by the Principals with respect to fundraising.

OPERATING PROCEDURES

1.0 ***Definitions***

1.1 "Donation" is support offered by an individual, community group or business to a school or the system that may involve a public statement of appreciation.

1.2 "School Sponsorship" is support offered by a community group or a business to a school that may include an agreement to give appropriate public recognition to both parties.

1.2.1 "System Sponsorship" is support offered by a community group or a business to the system that may include an agreement to give appropriate public recognition and/or preferential treatment to both parties.

1.3 "Agreements" will vary in nature depending on the situation. All agreements shall be in writing.

1.4 "Fundraising activities" are broadly interpreted to include all activities where money is raised in support of the school or to fund a charity or project.

2.0 ***Donations***

Donations may only be accepted by the school or the board if the following conditions are met:

2.1 The Donated material or goods must meet the appropriate standards for use in the school/system.

2.2 The Donation of money, goods or materials will be made to the school and used or distributed in the school at the discretion of the principal or supervisory officer.

2.3 If the donor wishes to receive a receipt for tax purposes, an independent assessment must be submitted at the time of contribution in accordance with the charter of the Hamilton Board of Education Foundation. This may be arranged through the office of the Superintendent of Financial Services and Treasurer.

2.4 All goods or materials received by a school or department shall be reported by the Sponsorship/Fundraising Review Committee to the Operations and Finance Committee in the semi-annual report.

2.5 All goods or materials received must be acknowledged with a receiving slip.

3.0 ***Sponsorship***

3.1 For sponsorship to be approved the product and operations of the business must be compatible with the Mission and Vision of the Hamilton Board of Education, reviewed by the Sponsorship/Fundraising Review Committee and approved by Board through the Operations and Finance Committee.

3.2 All agreements for sponsorship shall be in writing with a statement of expectations of both parties. A copy of all agreements shall be filed by the Superintendent of Finance and Treasurer and the Business Recommendation Committee.

4.0 ***Agreements***

4.1 Agreements may include preferential access or exclusive service provided by a corporate sponsor.

4.2 All agreements that provide exclusive consideration to Board suppliers shall be approved only after comparable suppliers have had the opportunity to receive similar consideration. When deemed appropriate, the Sponsorship/Fundraising Review Committee will call for proposals.

4.3 Agreements shall normally be for a period of one year but may be subject to renewal.

5.0 ***Fundraising***

5.1 Fundraising activities in schools may be subject to audits; therefore, copies of all fundraising agreements will be kept on file in the school.

5.2 The process of fundraising should have an educational value for students and should not unduly disrupt the normal instructional program.

5.3 Control of and accountability and responsibility for the fund raising process shall remain within the school.

5.4 Fundraising activities shall be planned and conducted with primary concern for the health and safety of students.

5.5 Fundraising activities shall be limited to solicitations, services or products that are worthwhile and acceptable.

• Worthwhile and acceptable products are those which not only provide fair value for money spent and fall within the parameters of good taste, but also respect for community expectations. For example, there has been concern that products being sold actively be Canadian-made, or if foreign-made, be products the selling of which will not threaten Canadian jobs. Choice of products shall consider our Vision including but not limited to equity, appropriate respect for diversity, openness in communication and a caring attitude.

5.6 Repeated solicitations should be avoided by coordinating activities with others to establish the targeted market, geographical extent, timing and duration of each event.

5.7 Participation in fund raising activities shall be strictly voluntary and without pressure.

5.8 Two fundraising activities are specifically banned:
(a) Lotteries on Board-operated facilities.
(b) Unaccompanied door-to-door canvassing by elementary students.
• Door-to-door canvassing is a concern because, (i) it has the potential to place children in situations of physical or emotional jeopardy, and (ii) it constitutes a source of annoyance to residents who are subjected to numerous solicitations. Canvassing one's relatives and circle of friends is not the same as blanket door-to-door canvassing.

5.9 Detailed plans should be established, including the purpose of the fundraiser, approved by the principal and well publicized prior to each event.

5.10 When the purchase of goods and services from a party external to the school is involved, the principal or his/her designate should:
(a) Countersign all contracts, agreements to purchase, or cheques;
(b) Ensure the reliability of such individual or firm;
(c) In a major project, investigate through the Chamber of Commerce, the Better Business Bureau and/or the Hamilton Credit Bureau;
(d) Ensure that there is adequate supervision of the control and distribution of the product;
(e) Give approval to the sales procedures of the campaign prior to its commencement;
(f) Ensure that sound accounting procedures are in effect;
(g) Ensure that the interests of the Board of Education are protected; and
(h) Report to parents in the school newsletters a brief accounting of the fundraiser.

6.0 ***Communications***

6.1 Solicitation of donations and school sponsorships may be made:
(a) through the school newsletter,
(b) through parents or alumni or
(c) to businesses located in the boundaries of the school
but are subject to approval of the Sponsorship/Fundraising Review Committee.

6.2 Solicitation for system donation and sponsorships may be made to other businesses only through the Sponsorship/Fundraising Review Committee so as to ensure that other solicitation does not occur.

6.3 School newsletters - see 5.10 (h).

6.4 Reports to the Operations and Finance Committee - see Authority (a) and (c).

6.5 The Board's Public Relations strategy will provide a summary of corporate sponsorships and fundraising activities.

6.6 Principals can access a complete list of system initiatives (donations, fundraising, business agreements and sponsorships) through the integrated information system.

7.0 Sponsorship/Fundraising Review Committee

7.1 Membership

- two Trustees
- Director of Education or designate
- Superintendent of Financial Services or designate
- Hamilton Secondary School Principals' Council representative
- Hamilton Principals' Association representative
- Parent representative
- Community Business representative

7.2 Mandate

See Authority (a) and (c)

To: The Chairman and Members
Operations and Finance Committee
1996 12 10

Referred to Fundraising/Corporate Partnership Policy Committee at December, 1996 Board

From: Lucy R. Veerman
Acting Senior Financial Officer

Re: Role and Impact of Grants Officers in Other School Boards

Purpose: Information

Background:

In September 1995, the Board approved The Fundraising Feasibility Study to obtain critical information on factors which could assist the Board in developing a fund raising strategy. One of the specific items to be reviewed dealt with the corporate development strategy/policy and the staffing associated with this function (such as possible linkages with a Grants portfolio). The Report Of The Fundraising Committee presented at Operations and Finance Committee in October 1996, recommended the following motion:

> *"That the Acting Senior Financial Officer provide a report to the Operations and Finance Committee, in December, on the role and impact of grants officers in other school boards as well as staffing strategies associated with these roles."*

The Fundraising Committee also recommended that the Chairman appoint five trustees to form a Fund Raising / Corporate Partnership Policy Committee with a mandate to develop a system-wide policy and related procedures and the Committee report back to the Operations and Finance Committee, by February 1997.

Issue:

To provide information to the Trustees on the practices of other Boards on the role, impact and staffing strategies associated with the position of grants officer.

Recommendation:

That the position of grants officer be considered by the Fund Raising / Corporate Partnership Policy Committee and that a recommendation be included in their report to the Operations and Finance Committee due February 1997.

Rationale:

Many Boards are taking a very proactive approach in staffing the position of "grants officer". This function often includes responsibility for revenue generation, fundraising and corporate sponsorship. The rationale for this type of position is not new or unique. It has evolved mainly as a

result of a decrease in the financial resources available to School Boards and the need for increased educational support to the community. The following summarizes information shared by the Boards:

> Ever since the Government merged the Ministry of Education with the Ministry of Colleges and Universities, the distinction between education and training has been blurred.
>
> This fact, along with the Provincial and Federal Government's commitment to life-long learning has brought about a major revolution in how communities look at their schools and their boards of education. The public realizes that school boards are going to have to do more with less. At the same time they have high expectations about the services boards should provide.
>
> With the recent provincial reductions, coupled with a taxpayer "revolt" school boards are caught between a rock and a hard place. Some Boards are having difficulty with their assessment base - industries and businesses are not providing the same revenue they have in the past. This will not become any easier in the future. If governments are to trim their deficits, they will do so at the expense of educational funding and support to existing services. New programs for the future, no matter how relevant to the community are in jeopardy. It is clear that Boards of Education must be entrepreneurial in their approach to funding. If they are to meet community expectations they will have to tap other markets in order to provide life-long learning to all its citizens - JK to adults.
>
> There are methods of developing funding proposals to enhance the local financial situation. Boards are offering programs in partnership with hundreds of organizations and community agencies. In some areas new funding has become available because of the successful work of staff with the office of government and business programs accessing these funds.

Refer to Appendix A for examples of the types of programs offered and funding accessed by the Boards.

The Boards contacted that have a person assigned to the role of grants officer have indicated that such a position has been very successful for their Board. They have measured success not only from a financial point of view (additional revenue) but also in terms of improving the Board's profile in the community. The Boards are perceived as offering a service to the community; more organizations are interested in pursuing joint ventures with the Boards; business partnerships have increased substantially; additional resources, both in-kind and financial, have become available to the schools. The Boards also indicated that the level of success is directly related to the amount of time available to pursue these funding alternatives.

The role of grants officer and the staffing strategies associated with this role has been summarized in Appendix B and C.

Appendix A

Examples of Funding Sources Accessed By School Boards

Human Resources Development Canada
Human Resources Development Canada - Youth Services Canada
Canadian Jobs Strategy - Project Based Training
Citizenship and Immigration Canada
MET - Technology Incentive Partnership Program
MET - Secondary School Reform Initiatives
Ministry of Environment and Energy
Ronald McDonald Children's Charities of Canada
Adult Basic Literacy
Canada Employment Centre
Partners in Education
Ontario Training Advisory Board (OTAB)
Local Training Advisory Board (LTAB)
LINC
JobLINK
Industrial Training Corp.
Youth Services Corps
Job Creations Section 25
Immigrant Settlement Adjustment Program
Adjustment Assistance
JobsOntario
JobsOntario Youth
Environmental Youth Corp.

Types of Projects/Programs Offered By School Boards And Funded By A Grant Source or Community Partner

Adult Retraining Programs
Language and Literacy Programs
Partners in Education Programs
Special School Community Projects
Staff Assistance Programs
Summer Career Placement Program
Environmental Youth Corps
One-Of-A-Kind Camp
Adaptive Technologies for Special Needs Students
Change Your Future
Kindergarten Language Centre
Canadian Institute of Reading Recovery
Computer Repair Project
Breakfast Club
Bridges - Secondary School Reform
Kids Count Program

Appendix B

Role Of The Grants Officer

The roles and responsibilities of grants officers of the School Boards contacted can be summarized as follows:

- Identify potential funding for programs and services
- Co-ordinate all applications for external special grants
- Initiate and assist with the preparation of grant applications
- Liaise with community agencies, government agencies and board staff regarding special project initiatives
- Develop corporate partnerships which will meet both the business needs of the corporation while ensuring the Board's focus on student needs
- co-ordination of corporate sponsorships
- Provide in-service training to superintendents, principals, managers and supervisors regarding special grants and the application process
- Develop and recommend policy direction and procedures related to new programs, external funding and partnerships
- Assist the schools and community in developing partnership programs
- Develop and market training and retraining projects
- Establish, develop, maintain, operate and license one or more non-profit community based Training Centres
- Liaise with community, government agencies, organizations and educational institutions in establishing and developing non-profit community based training programs and services

December 12, 1996

INVOICE/FACTURE
No. 019

Mr. Donald Goodridge
Director of Education and Secretary
Hamilton Board of Education
P.O. Box 2558, 100 Main Street West
Hamilton, Ontario
L8N 3L1

RENEWAL	
Subscription - CEA Information Service January 1, 1997 to December 31, 1997 40,819 X 9 ¢ (number of students as of September) (see fee structure below)	$ 3,673.71
Fewer than 3,500 students — $345.00 **Between 3,501 and 40,000 — 10¢ per student** **Between 40,001 and 80,000 — 9¢ per student** **Over 80,000 — 8¢ per student**	
	GST NIL
TOTAL	$ 3,673.71

PLEASE DUPLICATE AND DISTRIBUTE AS REQUIRED

OERC

THE ONTARIO EDUCATIONAL RESEARCH COUNCIL

CORP

The Ontario Educational Research Council is a provincial bilingual organization whose main focus is to further classroom research in Ontario.

Research may be on any aspect of education in Ontario. We particularly encourage research on work at the classroom level.

GRANTS

OERC makes grants of up to $1000.00 to support classroom research. Applicants who teach in elementary, secondary, post-secondary or other sectors of education are eligible to apply. Grant recipients are encouraged to present their research at the annual conference. To obtain grant application information contact:

Grants Chair - Ontario Educational Research Council
252 Bloor Street West, Suite 8-200, Toronto, Ontario, M5S 1V5

CONFERENCE

The annual conference of OERC is held each year on the first Friday in December at the Royal York Hotel in Toronto. Reports of classroom research are presented to an audience of teachers, administrators, school trustees, professors, researchers, government officials and the general public.

MEMBERSHIP

OERC has an open membership policy. Annual membership in OERC for individual member is $25.00. Corporate membership fees are $250.00 and sustaining memberships for school boards vary from $75.00 to $750.00 depending on school board enrolments. Members receive the OERC newsletter and a reduction in the fee to attend the annual conference. A school membership program for schools to keep informed of current educational research is $50.00 initially and $25.00 for renewals.

Type of Membership	MEMBERSHIP APPLICATION	
___ Individual	Margaret Cunningham Name	Chairman of the Board Position
___ Corporate	The Board of Education for the City of Hamilton School/Organization	(905) 527-5092 Area Code & Phone Number
___ Sustaining	100 Main Street West Address	(905) 521-2539 Area Code & Fax Number
___ School ___ New X Renewal	Hamilton, Ont. City	L8N 3L1 Postal Code
	Signature	$725.00 Membership fee enclosed

Please forward application and make cheques payable to:

THE ONTARIO EDUCATIONAL RESEARCH COUNCIL
252 Bloor Street West, Suite 8-200, Toronto, Ontario, Canada M5S 1V5

(En français, au verso)

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

439 UNIVERSITY AVENUE 18TH FLOOR TORONTO, ONTARIO M5G 1Y8 TEL: (416) 340-2540 FAX: (416) 340-7571

INVOICE TO: Chairperson
Hamilton Board of Education
P.O. Box 2558
100 Main Street West
Hamilton, Ontario
L8N 3L1

DATE:	January 1, 1997	INVOICE NO:	31

QUANT.	DESCRIPTION	AMOUNT
	1997 Membership Fee (Membership fee includes one subscription of Education Today magazine per Trustee)	$ 59,903.00

GST Registration No. R107800344
Terms of payment:
Membership fees due January 31, 1997.
Late payment subject to 1 1/2% interest charge per month, effective April 1, 1997.

Total	59,903.00
Fed. GST	4,193.21
Sub. Total	64,096.21
Prov. Sales Tax	
Freight	
TOTAL	64,096.21

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Association française des
conseils scolaires de l'Ontario

COTISATION À L'AFCSO 1997-1998

Nom du conseil: **CONSEIL DE L'ÉDUCATION DE HAMILTON**

PRÉLEVEMENT DE LA COTISATION DU 1ER AVRIL 1997 AU 31 MARS 1998

Taux de cotisation:	Premier 100 effectifs quotidien moyens résildents et non résidents	**750.00$** cot. min.
	Effectifs quotidiens moyens résidents et non résidents au-delà de 100	**3.75$** par eff.

Calcul pour la période du 1er avril 1997 au 31 mars 1998	
❒ Nombre d'effectifs quotidiens moyens résidents et non résidents inscrits dans vos écoles et modules de langue française au 30 septembre 1996.	
- au palier élémentaire _____	0 (a)
- au palier secondaire _____	470 (b)
❒ Total de (a) + (b) = (c) _____	470 (c)
❒ Cotisation minimale de base de **750$** pour les **100** premiers eqm - r & n-r	750.00 (d)
❒ Cotisation par eqm - r & n-r **après les 100** premiers eqm - r & n-r à 3.75$: (c - 100) X 3.75$ =	1 387.50 (e)
❒ Le total pour la période de 12 mois: (d) + (e) = (f)	2 137.50 (f)
* *	* * * * * * * * * * * *
❒ **Cotisation totale**	2 137.50 $
❒ TPS à payer (7%) (#R124019662)	149.63 $
❒ **Total à payer à l'AFCSO pour l'année 1997-98**	2 287.13 $

* Veuillez faire parvenir votre chèque dès que possible à l'AFCSO au 1173 chemin Cyrville, Bureau 316, Gloucester (Ontario) K1J 7S6

Réservé à l'administration			
AFCSO:	TPS:	Total:	Solde:

1173, chemin Cyrville, bureau 316, Gloucester, (Ontario) K1J 7S6
Tél.: (613) 745-3193 1-800-267-1698 Télécopieur: (613) 745-4772

1997 03 04

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative and Operational Services**
L. Dixon, Manager - Technical Services

RE: **Update on Technological Implementation Plan**

REPORT: **Information and Decision**

BACKGROUND:

1. During the past three years operational, technical, and staff support for Classroom and Office Computer Requirements have been combined in order to achieve a seamless environment between instructional and administrative technologies. This is resulting in board wide standards and a more stable computing environment. During this same period of time, technologies have changed remarkably. Our goals as approved in 1995 are still valid. However the changes in technologies, especially the way in which the Internet is developing, dictates that some strategies be changed and that priorities must be reconsidered. (Appendix A)

2. During 1995, time and effort for all staff was redirected to the Budget Process, downsizing and restructuring. This made it difficult to sustain momentum on the many parts of the priority for technological implementation. Consequently only some aspects of the Plan received a high level of emphasis in 1995. The problem of directing effort and time continued in 1996. This problem too was compounded by changes in technology. The focus for 1996 has been to continue to address the classroom by upgrading obsolescent equipment, reviewing network installations and reviewing the Student Information System.

3. As we start 1997 the following issues before us magnify the need to not only reassess our priorities but how they can best be achieved.

   - financial reform and limited traditional financial resources
   - ongoing equipment upgrade needs in the classroom, offices, and administrative locations
   - changed technology that indicates considerably more computers are needed in classrooms, on teachers desks and all offices in our system, including administrative and caretaking services
   - demands for technical support and training greater than the capacity of the current structure and support system
   - announcement by the Ministry of Education and Training of roundtables in order to develop a vision for technology in education from grades kindergarten to 12, a five year plan to achieve the goals and an investment plan to support the five year plan
   - the requirements to align operations within the directions of the Fewer School Boards Legislation

ISSUE:

To update the Board on the Technological Implementation Plan and determine Board support for 1997 targets.

RECOMMENDATIONS:

1. The Technological Implementation Plan update be received for information. (Appendix A)
2. The summary of estimates for 1997 be approved , subject to Budget Review. (Appendix B)
3. A reserve be established in the amount of $109,000 towards the implementation of a Payroll Budget System.
4. The focus for 1997 be to complete the three year plan for classroom computer acquisitions, prepare for classroom priorities for the next three years, and prepare to align the infrastructure for the classroom and office in association with directions for the operation of the new school board.

RATIONALE:

1. Appendix A summarizes the range of activities that have taken place during 1996 and highlights the targets to achieve in order to advance the plan for technological implementation.
2. The summary of estimates for 1997 outlines the costs for instructional computers. The final figures for classroom computers is subject to the release of information for the 1997 GEMS Grant.
3. A reserve will insure that these funds will be available to complete this aspect of changes in the financial system.
4. While a number of activities will continue on as outlined in Appendix A, there are several key initiatives external to the Board that will have critical impacts on the achievement of technological implementation over the next two to three years.

APPENDICES:

Appendix A	Technological Implementation Plan Update on Activities
Appendix B	Summary of 1995 & 1996 Classroom Computer Acquisitions
Appendix C	Moderate Estimate of New Demands
Appendix D	Announcement by the Ministry of Education to develop a vision for technology

APPENDIX A

TECHNOLOGICAL IMPLEMENTATION PLAN UPDATE

BACKGROUND:

- In January 1995, the Board approved the following goals for Technological Implementation across our System

  1. Recognition that putting people, process and participation first is critical to successful technological implementation.
  2. Acceptance and use of corporate wide standards for infrastructure, hardware and peripherals, and processes and procedures.
  3. An infrastructure that will enable flexibility at an affordable level according to the need of the end user.
  4. A seamless environment between instructional and administrative technologies.
  5. A training and development program that is dedicated to technological competency (literacy, numeracy, maintenance) for all students and staff in relation to the level at which applications will be required.
  6. Frequent communication about the goals of this plan

- This Update will report on those activities that have been carried out during 1996 toward achieving these goals. For staff who are directly associated with trying to reach these goals, the changes that have taken place in technology over this same time period leaves us overwhelmed at both how much has been completed with the resources available and how much is left to complete with the resources available. (Appendix C)

The time has come for the place of technology within our organization to be re- evaluated.
The level of commitment by the organization in terms of priority will likely have to change.
Technology no longer belongs to a few.
It is desired by all and requires that all are involved in a different way.

- This Update will outline activities in the following areas:

  - A. Classroom Computer Acquisitions
  - B. Pilot Schools
  - C. Networking and the Internet
  - D. The Supporting Infrastructure
  - E. Administrative Systems
  - F. Training
  - G. Partnerships

APPENDIX A

A. Classroom Computer Acquisitions

Hardware

The 1996 equipment acquisition and installation of 1,000 workstations was completed over four months ending in December, bringing the total number of new computers delivered to schools in the past 12 months to 2250. This takes us into 1997, the third year of the plan to address obsolescence and standardization. Distribution of computers was approved by the Classroom Computer Group, through input from Principal Representatives, and was based on school enrolment. (Appendix B)

All computers were acquired with network cards to facilitate school networks over the next two or three years and approximately one in five are multimedia. All elementary school machines have sound cards to accommodate much of the primary software that utilizes sound.

Most of the oldest equipment has now been placed on a 'do not repair' list rather than being removed from inventory. Repair of older equipment is still a very significant cost issue but this should decline over the next few years as more of this equipment becomes redundant.

Software

The influx of new equipment has allowed our technicians to spend more time on software installation and configuration rather than repairing equipment. All machines were created from standard software configurations. There were four configurations; Elementary and Secondary both with and without multimedia. The Elementary school configurations included a variety of software titles selected by Elementary School and Program Department staff. Secondary schools had less titles as custom installation of subject specific titles is conducted at the school.

Classroom Computer Group

In addition to working at the acquisition of new computers, the Classroom Computer Group has been working at developing a framework for determining school and classroom needs for the next three years. It has examined roles of the many groups and individuals who have a part to play in the implementation of curriculum with technologies. The members of the CCG believe very strongly that the basis for acquisition in the next three years can not be based solely on distribution by numbers. A greater alignment to Program Goals as detailed in the Common Curriculum and pending Secondary Reform will be necessary. This means that acquisition is likely to focus on a few strategic programs and concentrate acquisition in large quantities in these areas.

A second area of concern for the Classroom Computer Group is with School / Site Administration. In the past, one or two staff members took on the major responsibility for matters dealing with computers. This will no longer work. All staff must become more involved, more able, and more self sufficient. A key goal for replacing obsolete equipment and instituting standards has been to decrease the need for technical expertise in order to be able to use computers and free up the teacher to concentrate on the content and context of learning.

The recent announcement by the Ministry of Education and Training of roundtables in order to develop a vision for technology in education from grades kindergarten to 12, a five year plan to achieve the goals and an investment plan to support the five year plan is another sign that what we have been doing will need to change.

B. Pilot Schools

The pilot school projects were implemented in 1996 to allow us to develop a standard infrastructure to meet the technology requirements of schools. The plan is to address equipment, furniture, room requirements, power, network wiring and the required ratio of students to computers. The three schools selected as pilots were Hillsdale, Burkholder and Sir John A. Macdonald. The two Elementary schools have had most areas of the schools networked but this was not possible at MacDonald due to the cost. As expected, asbestos can be a significant factor when installing network wiring in some schools.

All networked computers have access to the Internet and all school staff at these schools are receiving E-Mail ID's. The process to supply individual ID's to students is just beginning.

C. Networking and the Internet

Wide Area Network

Since 1987 the Board has had a high speed analog network linking all sites to the Education Centre. This network was used for administrative systems only. To provide access to the Internet for all schools it was necessary to convert the network by replacing communication controllers with ISDN digital circuits and routers. The network now handles both administrative systems and the Internet for the classroom simultaneously, at no additional cost. This conversion has taken place during the last half of 1996.

As part of this conversion, Bell Canada installed a main fibre optic link into the Education Centre. The Education Centre is connected to the Internet through McMaster University. A security firewall, Mail server and Internet server have been installed to service the Board's needs.

Local Area Networks

As Bell Canada completed their installation, Board technicians followed to effect the switchover. In Secondary schools the change was less complex as there were already local area networks in the offices that could be extended into the school. Elementary and Vocational schools however, required the removal of the old communications controllers and Co-axial connections and the installation of a local area network. Each school received one new computer and printer for Internet access. This computer was usually installed in the Library.

During 1997, we will start the process of extending the local area networks in all schools. This is an extremely significant project and will take at least all of 1997 to complete. Lessons learned in the pilot schools tell us that getting around asbestos areas can cause delays in cable stringing. Schools have been asked to designate one room in each school (usually a computer lab or the library) to be networked. All computers attached to the local area networks will have Internet access.

Board World WideWeb site (WWW.HBOE.ON.CA)

During Semester One two Secondary school Co-op students created the Board's Web site under the direction of Technical Services. A home page is being created for each school with basic information about the school. Once this is complete, schools will maintain their own pages. Other general information about our Board will also be on the site. Much work remains to be done.

Maintaining a large web site is another significant task that will require us to examine resources. Most sites and all large sites have a 'Webmaster' who has overall responsibility for the site and it's content. Standards must be developed and editing must be ongoing to ensure content is appropriate and up-to-date. Consideration is being given to developing an 'Intranet'. This is a web site that is accessible only from inside the organization. Quickfinder, Policies, Procedures and Curriculum documents are just a few of the document types that could be accessed in this manner.

The Internet

We have chosen 'Netscape Navigator' for Web Browsing as it is the present standard and is free for Educational use. An 'acceptable use policy' has been developed by Program Department staff for schools. A similar policy is being developed for staff.

Other than the cost of the network, there is no charge for any use of the Internet as the Board is directly connected rather than using a Service Provider.

Electronic Mail

While the Board now has Internet E-Mail capabilities, the process of supplying employees and students with ID's will proceed slowly. Potentially 50,000 ID's must be administered. Maintenance of the PROFS system and approximately 1,000 ID's presently requires .5 FTE staff resources. Extending E-Mail to most of the organization will require some reallocation of resources. Pressure to supply ID's now is significant. It is expected that the new E-Mail capabilities will eventually replace the PROFS system.

D. The Supporting Infrastructure

As part of the conversion for Internet access the mainframe was reconfigured with much smaller, less expensive components. The current terminology used to describe this configuration is "Enterprise Server'. The 'fileserver' technology that has been used in local area networks is now merging with 'mainframe' technology to create large scale servers that support entire organizations.

The work required to effect the necessary changes was all conducted during evenings and weekends to minimize any impact on the online systems. The changes were effected with no production downtime whatsoever. The necessity of minimizing impact is indicated by the fact that at any given time during the day we have as many as 400 staff signed on to the PROFS system.

This change over to support both the classroom and the office was completed with the same dollars. While some components are less expensive in todays market, the decrease in some costs enabled this switchover to take place at no additional cost. The result is a seamless environment between instructional and administrative technologies.

E. Administrative Systems

Employee System

The Employee Information System is in use both at the Education Centre and the schools. Schools use the system for the recording and tracking of attendance, staffing and general employee information. Human Resources Staff use the system to analyze employee statistics and perform queries about classifications of staff data. Most employee data is now either transferred from the old system or has been entered online into the new system. Staff employment histories, qualifications and years of experience have all been checked and audited for completeness and accuracy.

At present, we are testing a new payroll system with plans to complete parallel testing by late Fall. This means that the net pay deposited into the bank would be produced by the new system. Current changes being put into effect by both the Federal and Provincial governments are affecting current programming activities. The new tax tables for the reduction in Provincial income tax and the totally new 'Employment' Insurance plan have required that time be directed to these regulation changes.

Included in the 1996 Budget was an allocation of $109,000 for the purchase and installation of software to operate a Payroll Budget System. As the project was not at the stage to utilize these funds, it is recommended that a reserve be established.

Financial System

The advancement in computer technology for both software and hardware provide many options to school boards. In addition, the completion of the networking in our schools and specifically in the Financial Services Department, allows us to proceed with the purchase and implementation of a flexible, fully integrated financial reporting system. The current environment that predominates throughout the Province places much higher accountability on school and administrative staff. Current information is expected in a shorter time-frame to allow for more effective decision-making. Reporting requirements to the Ministry of Education and Training are becoming increasingly complex.

Preliminary review of several financial software packages have been completed. This stage of upgrading the financial information system will assist the schools and the administrative staff to more effectively manage financial information, and be more efficient in the gathering of information for reporting and decision-making purposes. The upgrading of the current financial system will allow the schools to focus more of their energy on the students and allow the staff and the Board to continue to ensure the Board's corporate responsibilities and obligations are met. Funding has been included in the 1997 Budget Estimates for Financial Services.

E. Administrative Systems - continued

Student System

The Student Information System required significant work to effect changes required by modification to Ministry rules regarding enrolment, Junior Kindergarten and adult students. Enrolment is now taken at October 31st, rather than September 30th. Also, the February reporting date was moved to March. This affected most if not all programs and reports that are used by the schools to prepare their Ministry reports. As well the routines which calculate and store enrolment statistics required modification. Students who are 21 years of age or over are now handled differently and this necessitated changes in the same areas and some additional parts of the system.

The system contains all information regarding our students and past students including demographics, classes, attendance, timetables and official transcripts. Accuracy of the data has been audited by Research Services and proved to be as accurate as is humanly possible.

The present system is now 12 years old and we have begun to review our requirements for the future. Given the development of graphical interfaces and the need for more 'desktop' manipulation of data, the system will require upgrading. In that light, we are investigating the purchase of a system as we do not expect to have the resources to conduct development and maintenance activities that will be required in the future.

Under the current climate, the most that would be advised for 1997 is a small trial of a system, in order to be able to determine the appropriateness of any system that could be purchased.

F. Training

In June, the training centre moved to two unused classrooms at Fairview School. During the summer, daytime classes were offered to all staff in WINDOWS introduction, Word Processing and Desktop Publishing. The same courses (plus CORELDRAW) were offered in the evenings from January through May, and October through December. Internet training has been offered since September, and for January and February, is limited to Elementary site administrators.

Attendance has been excellent, with a total of 898 people in the previously mentioned courses and 110 attending PROFS courses.

In addition through the Project Team Leader, Information Skills and Technology training in curriculum related uses of computer software has been provided for upward of 1000 teaching staff. This year training will begin to include the Information Skills and Technologies Outcomes in line with the Common Curriculum.

G. Partnerships

We are involved in two Partnerships related to Technological Implementation. One has its roots in our association with the Hamilton Public Library and the other with our association with Brock University.

HWIN (Hamilton Wentworth Information Network)

Through a Partnership Agreement initiated over four years ago with the Hamilton Public Library and before technologies were such a key part of information exchange and management we have been developing and implementing structures that will eventually result in one computing environment for all students in the Hamilton Wentworth Community. The main partners in this association are the three coterminous school boards, the Hamilton Wentworth Public Library System, McMaster University and Mohawk College. The two other school boards have been focusing on installing wide area networks, while we have been focusing on the problem of Internet Access and E-Mail addresses for all students. The branch of this partnership called Youthnet has been our focus in this partnership.

TIPP (TECHNOLOGY INCENTIVE PARTNERSHIP PROGRAM)

Through this incentive program initiated by the Ministry of Education in 1995 we have been working in partnership with Brock University, IBM, ENO (Education Network of Ontario), NPIEC, (Niagara Peninsula Freenet) and four other school Boards (Lincoln County Board of Education, Niagara South Board of Education,Welland County Roman Catholic Separate School Board and Lincoln county Separate School Board) to develop models for teacher pre-service and in-service training using information technology delivery systems.

The project was built on two approaches to training. For the training of teachers who were already teaching, the Participant School Boards acquired software in literacy and numeracy and the associated training to enable teachers to use the software in their teaching.

For the training of preservice teachers the Hamilton Board and the Brock have crafted a process built on existing approaches to training and integrating available technologies into the process. A goal for this model has been the role of online conferencing in the process of teacher training. As part of the Partnership we share a lab of computers with Brock in the Briarwood campus. This aspect of the Partnership will continue on past the life of the project.

The Project is in the final stages, which includes a research study on teacher self perceptions on their use of computers. Until the Partners can look at the research findings we are not ready to make any conclusions.

APPENDIX B

Summary of 1995 & 1996 Classroom Computer Acquisitions

Year	1995 Actuals	1996 Actuals	1997 Estimate	1998	1999	2000	2001	2002	2003
Elementary	765	659	*tbd*						
Secondary	447	342	*tbd*						
Total	1,212	1.001	**840**						

(chart from APPENDIX D2. *'Proposal for Classroom Computer Acquisition and Replacement'*, Operations and Finance 1996 02 06)

Year	1995	1996	1997	1998	1999	2000	2001	2002	2003
Computers Added	1,250	1,000	840	0	160	320	680	850	850
Computers Removed	1,300	700	600	0	200	300	680	850	850
Total Inventory	4,300	4,600	4,840	4,840	4,800	4,820	4,820	4,820	4,820
Capital Expenditures (000's)	1,200	500	100	0	400	800	1,700	2,200	2,200
Leases (000's)	0	1,050	1,550	1,800	1,800	1,400	500	0	0
Total Expenditures (000's)	**1,200**	**1,550**	**1,650**	**1,800**	**2,200**	**2,200**	**2,200**	**2,200**	**2,200**
Annual Cost per Pupil	30	39	41	45	55	55	55	55	55

FUNDING FOR CLASSROOM COMPUTERS

ALLOCATION	1995	1996 *estimate*	1997 *estimate*
Gems Allocation Total	**970,253**	**958,833**	**958,833**
Breakdown of dollars			
Ministry share of gems	679177	672,496	672,496
Board share of gems	291076	300,000	300,000
Non gems expenditures	200,000	527,504	677,504
TOTALS	**1,170,253**	**1,500,000**	**1,650,000**

APPENDIX C

MODERATE ESTIMATE OF NEW DEMANDS

The following table shows the current support levels, new demands and projected levels of support required to meet demand. It is very basic and intended to illustrate the impact of the rapid change of technology in our learning and working environment.

CURRENT SERVICE OR SUPPORT	NEW DEMAND	REQUIREMENT TO MEET DEMAND	ESTIMATED COST
Classroom Computers Ratio: 1 to 10 for about 40,000 students	Suggested average ratio to target (combined Elem. and Secondary) 1 to 7	additional computers to achieve 1714	at about $3000 a machine $ 5,142,857
Office and Administration inventory of 800 computers	additional required for caretaking 75 and offices 30 for a total of 105	additional computers 105	at about $3000 a machine $ 315,000
Teacher Requirements estimate ratio across the system is 1 to 23 for 2345 teachers	match student ratio of 1 to 7	additional computers 335	at about $3000 a machine $ 1,005,000
Technical Support Staff we have 1 technician for 833 computers	total new machine demand is 2154	at current ratio this demand translates into 2.58 staff	$ 77,400
Addresses to Access the INTERNET to support PROFS of about 1200 clients we have about .5 of a position	E- MAIL for everyone potentially 40,000 students 4000 staff	at a ratio of .5 to 1200 this translates into about 12 staff could be done with fewer	will depend on how this is managed
Training 1.5 for 4000 staff for basic skills , we achieve about 1000 a year (1/4)	- everyone requires training from basic to advanced - train another 3000 a year	at the same ratio of 1.5 per 1000 another 4 staff would be required (this does not include curriculum related training)	$ 140,000
Webmaster - using COOP students for initial set up	management of the Board Web Page for both security, content and policy will require resources	at least one position	$35,000
Wiring $100,000 for yearly needs	eventually most classrooms in system will need to be wired	new investment in electrical infrastructure	difficult to estimate

News Release

Ontario

Ministry of Education and Training

Minister's Round Table develops vision for technology in education

February 1, 1997

TORONTO — Minister of Education and Training John Snobelen today held the second meeting of the Minister's Round Table on Technology, designed to develop a comprehensive vision for the use of leading-edge technology in all Ontario classrooms.

"In Ontario, our focus is on excellence in learning and student achievement," said the minister. "The use of technology has become a way of life for many people and businesses, yet it is constantly changing. We want to ensure that the education sector remains in stride with developments, and that our students graduate with a high degree of computer literacy."

The purpose of the Minister's Round Table is to consult with educators and the private sector and develop a vision for technology in education from grades kindergarten to 12, a five-year plan to achieve the goal of the vision, and an investment plan to support the five-year plan.

The members invited to sit on the Minister's Round Table include parents, school principals, educators, business executives, entrepreneurs, and leaders in the information technology industry. The first Round Table meeting was held in December, 1996.

"I am impressed with the commitment to students and the feedback I have received from the participants at the Round Table," said Snobelen.

Français Home Page Search

Hamilton Board of Education
Education Centre
1997 03 04

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip requests be approved:

i. Bennetto, Grades 7 to 8 [History Trip, Ottawa, Ont.], 1997 06 11 to 13 (Wednesday to Friday).

ii. C. B. Stirling, Grades 6 to 8 [Camp Mini-Yo-We, Huntsville, Ont.], 1997 06 11 to 13 (Wednesday to Friday).

iii. Chedoke, Grades 6 to 8 [Senior/Junior Band Performance, Canada's Wonderland], 1997 05 22 (Thursday).

iv. Strathcona, Grades 4 to 6 [Stratford Theatre, Stratford, Ont.], 1997 05 23 (Friday).

v. Thornbrae, Grade5 [Canterbury Hills Campsite, Ancaster, Ont.], 1997 05 22-23 (Thursday to Friday).

vi. Viscount Montgomery, Grade 6 [Niagara Falls Tour, Niagara, Ont.], 1997 06 12-13 (Thursday to Friday).

vii. Barton, Grades 9 to OAC [Stratford Theatre, Stratford, Ont.], 1997 05 13 (Tuesday).

viii. Delta, Grades 11 to OAC - English [Stratford Theatre, Stratford, Ont.], 1997 05 29 (Thursday).

ix. Glendale, Grades 9 to OAC [Shaw Festival, Niagara-on-the-Lake, Ont.], 1997 04 24 (Thursday).

x. Hill Park, Grades 9 to OAC [Hockey Tournament, Montreal, Que.], 1997 03 28-30 (Friday to Sunday).

xi. Sir Winston Churchill, Grades 9 to OAC [Music/Drama Tour, Chicago, Illinois], 1997 05 21-24 (Wednesday to Saturday).

xii. Westdale, Grades 11 to OAC [China Trip - Beijing, Nanjing, Shanghai, China], 1997 10 13-27 (Monday to Monday).

xiii. OFSAA Championships, Grades 9 to OAC [Baseball Provincial Championships, venue: either Guelph, Pickering, East York or Woodbridge, Ont], 1997 06 06-08 (Friday to Sunday).

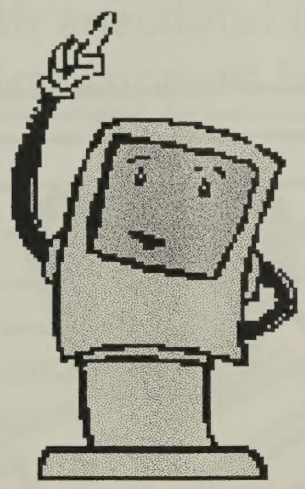
xiv. OFSAA Championships, Grades 9 to OAC [Baseball Provincial Championships, Toronto, Ont.], 1997 06 12 and 18(Thursday and Wednesday).

Respectfully submitted,

M. Matier
Director of Education
and Secretary

rt

Introduction



We are here to discuss computer technology in our schools today.

We believe that our Board has made great strides in realizing the goal of Pat Gillie and Administrative Structures, "to replace obsolescence". In most cases, the new computer labs have improved the access to current computer technology dramatically.

That is not to say that we have not experienced some problems while we have been getting the new labs up and running nor that all the existing problems of maintaining the old machines have been eliminated.

We would like to share with you some information that has been shared with us. This was not gathered scientifically. Lisa DiLiberto, the President of Westdale Student Council gathered information from other Student Council Presidents. We gathered information from School Council Presidents.

Through years of sitting on numerous committees at this Board, Laura and I know that the vision that is perceived here at the Board, is not always realized in the schools exactly as it is envisioned on paper. We are here to share some "grassroots" problems and also what we perceive as some possible solutions to those problems.

Goals

1. To provide you with anecdotal information about the inadequate technical support in the classrooms.

2. To give you some insight into how that lack of support affects the students in the classroom.

3. To suggest that the needs of schools vary and that in the future the Board should determine a method of meeting those varied needs.

4. To suggest that we could be more cost-effective in the way we manage our computer technology.

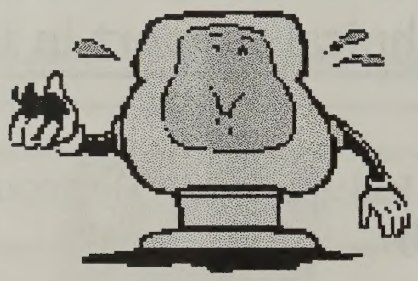
5. To provide you with "Something to Think About"!

Goal #1:

To provide you with anecdotal information about the lack of technical support in the classrooms.

- In 1995, our Board had approximately 5000 computers. We have many more currently.
- Our Board has 6 computer technicians; one technician for every 833 machines using these numbers.
- An example in private industry: ACI has 4 technicians for 420 computers; one tech for every 105 machines. This national company recently did a massive upgrading of new technology similar to our Board.
- Lincoln County Board has 7 technicians.
- Wentworth County Board has 12 technicians.
- The questions have been raised: Do the computer technicians have up-to-date knowledge? Do they have time and financial assistance to keep abreast of new technology?
- A warrantied Panasonic Printer belonging to Hillpark, was sent for repairs. It took <u>three months</u> for the repairs to be done!
- It usually takes about 1 week for computers to be repaired on site. This time increases when large installations take valuable tech time.
- One school wrote, if a faulty computer requires the machine to be sent to Dundurn St. it can take anywhere from 1 - 6 months.
- It takes at least a few days before non-working equipment is picked up by the Board. Then the repairs still need to be done.

More Anecdotal Information



- Some schools wait for several pieces of equipment to need repair before calling the Board in order to eliminate trips for pick up.

- Warranty time on the new computer labs was lost because of the down time between when the computers were purchased and when the labs were actually up and running in the classrooms. It is believed that as much as 6 months in warranty time may have been lost in some schools!

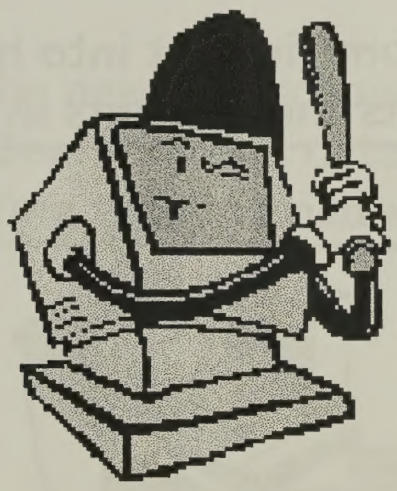
- Staff were often frustrated waiting to get machines up and running. They recruited parents (who shared this frustration) or other outside help to get things up and running. Passwords were by-passed to facilitate getting computers workable.

- Schools were using OAC students and staff for software installation because of the lack of technical support. This caused many more problems because of "hidden passwords" aimed at keeping students out!

- It is very frustrating for the teacher to have students show him/her all of the features of Windows 95, including how to circumvent all these security provisions the Board so carefully had installed and which hampered the installation process.

- Students were also used to transport computers from the drop off point to the classrooms. Staff worried about liability issues and warranty issues if a student dropped a monitor or box while assisting in this process.

. . . And More Anecdotal Information



- It appears that staff are not encouraged to take initiatives such as those described above to problem solve in spite of the frustration watching machines just SIT. Why?

- Computer Club students are used to replace floppy disk drives on older machines at some schools.

- Although the Board had agreed last June to provide Internet access for high school students, many schools do not have this in place.

- Computer technicians were often called from one job to another leaving staff frustrated that the job had not been completed and waiting for a return visit.

- There was very little , if any, in-service given to site administrators or to teaching staff regarding the new labs.

Goal #2:

To give you some insight into how that lack of support affects the students in the classroom.

- Class sizes are increasing. Computer labs are a prescribed size. What happens when the class size is greater than the number of computers? Two students share a computer or one student learns the lesson and then goes off to another classroom or library to do the assignment. Students often must use their lunch time to finish assignments solely because they do not have an assigned computer in working order. At Westdale library, even if they get their work done during the lunch hour, they can not print it out because the printers are out-of bounds at lunch.

- These same things happen when a computer is sent out for repairs. Keep in mind that it may be gone for an extended period of time.

- In design and technology, they do not have the computer software needed for the curriculum.

- Do you know that new computers are arriving with NO manuals at all? When manuals do arrive they are too difficult to understand. How do you teach new programs on new equipment with no or very few manuals and very little in the way of Professional Development Time to learn the programs? This is especially true now when so many other equally important matters demand PD time.

Goal # 3:

To suggest that the needs of schools vary and that in the future the Board should determine a method of meeting those varied needs.

- Many departments (Geography, Physical Education, Family Studies, Science and others) suggest that MacIntosh computers and Mac Software are more relevant to their needs. These departments lose out with the present method of purchasing. They are left fundraising or digging into department budgets to purchase hardware and software to meet their needs.

- By purchasing lab sets of computers we are not recognizing that large schools (e.g. Westdale) are disadvantaged. The computer ratio of new computers per student needs to be addressed in the next acquisition of computers if we are to allow equity of access.

- Schools should be developing "wish lists" developed from their own computer plan. Negotiations can then be handled centrally to get the best deal possible for those items.

Goal #4:

To suggest that we could be more cost-effective in the way we manage our computer technology.

- Each day that a new computer is not up and running in the classroom, is costing money in lost warranty time.

- Each day that a computer sits in the warehouse after its purchase or lease, is lost warranty time.

- Each day that classroom teachers are not using new computers effectively, is lost warranty time.

- Each day a warrantied piece of equipment is in transit, awaiting pick-up for repairs, being repaired, or awaiting delivery back to the school is wasted warranty time.

- The question begs to be asked! Why did we lease IBM products? Because IBMs are so costly it is felt by many that the Board could meet the computer needs of the schools much better with IBM compatibles. We could have almost twice the number of computers for the same price.

- The purchase of the new computer labs in bulk was not cost effective because of the loss of warranty time. Given the number of technicians available for setting the labs up, we should consider in the future negotiating the purchase and delivery in school sets which would leave us with a revolving set of warranty due dates. This will also make technicians available to complete one work site installation before delivery of the next lab of computers.

- Our Program Department needs to assess what computer skills need to be developed at each grade level. This has been done very successfully in other Boards, such as Halton. Once you have this matrix you can allocate the computers to meet those needs.

Goal #5:

To Provide You With Something to Think About!

- The Huron County Board of Education provides a "Help Line". Such a service would help students or staff who get into something and do not know how to get out. Often by not having someone to call, things can be made worse. Then the machine needs to be sent in for repairs which could have been easily prevented. By having a technician to call, you can be guided to simply click yes or no and fix what has happened!

- We can appreciate that Unions want to protect Union jobs, however, during peak work periods such as the installation of large labs of equipment, contracting out some of the workload is the only logical solution!

- Funds need to be allocated for training and in-service of Service Technicians and Site Administrators. This would be an investment in the future of our students.

In Summary

1. We feel that we have demonstrated that we need more technical support for the teachers in the classroom. We need more technicians. In addition, a "help line" manned by computer technicians would limit the actual visits technicians would need to make to the schools. We should also consider whether we need to put resources into keeping our computer technicians current.

2. We hope you can see how difficult it is to be a student in a classroom with unreliable equipment that can not be readily serviced.

3. We hope that we have reminded you that schools differ in their needs and one solution does not fit all situations.

4. We hope that some of our comments on being more cost-effective will be considered the next time computers are purchased in bulk. It is easy to get caught up in the fundamentals of a purchase and forget some of the logistical challenges that actually eat up some of the savings negotiated.

5. We hope we have given you "Something to Think About".

Thank-you!

AGENDA
ATIONS AND FINANCE COMMITTEE
1997 04 08

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Report re School Councils - Input to Board **Pages 1 to 2**

2. Verbal Response from the Officials to the Presentation by the Westdale School Council re Technical Support for the Computers Within the Schools Across the City

NEW BUSINESS:

1. Presentation from Dr. E. C. Lalli re Anaphylaxis in Schools **See Separate Package** attached

2. Recommendation of the Director of Education and Secretary **Page 3**

3. Update on Technological Implementation Plan **Pages 4 to 15**

4. Update on the Ontario Member School Board Corporation (O.M.S.B.C.) **Pages 16 to 42**

5. Report re - O.M.S.B.C. Initiative - - School Bus Messaging **Pages 43 to 44**

6. Verbal Update on the Local Transition Committee

7. T-Ball Diamond on the grounds of Prince Philip Elementary School - requested by Trustee Bishop

8. Request for a Liquor License - Scott Park Secondary School 30th Anniversary - 1997 05 09

9. Report of the Special Education Advisory Committee **Page 45**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education and Secretary **Page 46**

2. Secondary School Students Enrolled in 1-2 Credits - requested by Trustee Bishop

3. Report from the Officials re Ryckman's Corners School Council Letter and Other Twinned Schools (referred at March, 1997 Board) **Pages 47 to 50**

4. Report re Spring 1997 Student Health Needs Assessment Hamilton-Wentworth Regional Public Health Department **Pages 51 to 53**

DATE: April 8, 1997

TO: OPERATIONS AND FINANCE COMMITTEE MEMBERS

FROM: P.C.E.P. Steering Committee

PREPARED BY: Merv Matier, Interim Director of Education & Secretary

RE: SCHOOL COUNCILS - INPUT TO BOARD

REPORT: For Information and Decision

BACKGROUND:

In a November report, the P.C.E.P. Steering Committee outlined a consultation process for developing an organizational framework for school councils to provide advice to the school board on issues identified by the School Councils or the Board of Trustees. Also presented were the organizational framework options that formed the basis of discussion for the consultation process. The Board approved both the consultation process and the suggested options.

ISSUE:

1. To present a summary of the responses received from School Councils in the consultation process.

2. To obtain Board approval to take no further action on determining an organizational framework for school council input to Board until the new District School Board is in place.

ORGANIZATIONAL FRAMEWORK
SCHOOL COUNCIL INPUT
(Received 43 responses)

EXISTING - OPTION 'A' (47%)		OPTION 'B' (11%)	OPTION 'C' (4%)	OPTION 'E' (22%)
INPUT TO:	INDIVIDUAL SCHOOL COUNCIL	WARD REPRESENTATIVE COUNCIL	CITY REPRESENTATIVE COUNCIL	OTHER
Principal	x	—	—	
Senior Staff	To Appropriate School Superintendent	Senior Management	Senior Management	
Board of Trustees	To Local Ward Trustees	To Local Ward Trustees	To Board Committees & Full Board	
		OPTION 'D' (16%)		

RATIONALE:

The supporting comments provided by many School Councils and the change in circumstances, (Fewer School Boards Act) since our request for school council input in November have caused us to re-consider the wisdom of proceeding with this initiative at this time.

Options B and D are based on some form of ward representation. It is anticipated that by the November, 1997 election date the wards will change significantly to reflect the new District School Board boundaries. It therefore does not seem prudent to plan any organizational framework based on today's existing wards.

There is significant support for continuing to utilize Model A, until a clearer sense of direction can be provided with the passing of the Fewer School Boards Act. The Steering Committee is recommending to the Board that no further action be taken on determining an organizational framework for school council input to the Board until the new District School Board guidelines are available.

In the meantime, we would encourage all school councils to continue to focus on providing input at the local school level in a manner that is appropriate for their local circumstances. We would also encourage those councils who have already established "informal" networks to continue to discuss common issues and provide input to the Board through their local ward trustees.

RECOMMENDATION:

1. **That this report be received for information.**

2. **That the board approve the postponement of any further action on determining an organizational framework for school council input to Board until the new District School Board is in place.**

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Hamilton Board of Education
Education Centre
1997 04 08

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendation for your approval:

GENERAL

(a) That the following trip request be approved:

i. That up to twelve students, one from each composite secondary school, be permitted to attend a Business Education Student Leadership Conference in Bolton, Ontario, 1997 05 14-15 (Wednesday to Thursday)

Respectfully submitted,

M. Matier
Interim Director of Education
and Secretary

rt

1997 04 08

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative and Operational Services**
L. Dixon, Manager - Technical Services

RE: **Update on Technological Implementation Plan**

REPORT: **Information and Decision**

BACKGROUND:

1. During the past three years operational, technical, and staff support for Classroom and Office Computer Requirements have been combined in order to achieve a seamless environment between instructional and administrative technologies. This is resulting in board wide standards and a more stable computing environment. During this same period of time, technologies have changed remarkably. Our goals as approved in 1995 are still valid. However the changes in technologies, especially the way in which the Internet is developing, dictates that some strategies be changed and that priorities must be reconsidered. (Appendix A)

2. During 1995, time and effort for all staff was redirected to the Budget Process, downsizing and restructuring. This made it difficult to sustain momentum on the many parts of the priority for technological implementation. Consequently only some aspects of the Plan received a high level of emphasis in 1995. The problem of directing effort and time continued in 1996. This problem too was compounded by changes in technology. The focus for 1996 has been to continue to address the classroom by upgrading obsolescent equipment, reviewing network installations and reviewing the Student Information System.

3. As we start 1997 the following issues before us magnify the need to not only reassess our priorities but how they can best be achieved.

   - financial reform and limited traditional financial resources
   - ongoing equipment upgrade needs in the classroom, offices, and administrative locations
   - changed technology that indicates considerably more computers are needed in classrooms, on teachers desks and all offices in our system, including administrative and caretaking services
   - demands for technical support and training greater than the capacity of the current structure and support system
   - announcement by the Ministry of Education and Training of roundtables in order to develop a vision for technology in education from grades kindergarten to 12, a five year plan to achieve the goals and an investment plan to support the five year plan
   - the requirements to align operations within the directions of the Fewer School Boards Legislation

ISSUE:

To update the Board on the Technological Implementation Plan and determine Board support for 1997 targets.

RECOMMENDATIONS:

1. The Technological Implementation Plan update be received for information. (Appendix A)
2. The summary of estimates for 1997 be approved , subject to Budget Review. (Appendix B)
3. A reserve be established in the amount of $109,000 towards the implementation of a Payroll Budget System.
4. The focus for 1997 be to complete the three year plan for classroom computer acquisitions, prepare for classroom priorities for the next three years, and prepare to align the infrastructure for the classroom and office in association with directions for the operation of the new school board.

RATIONALE:

1. Appendix A summarizes the range of activities that have taken place during 1996 and highlights the targets to achieve in order to advance the plan for technological implementation.
2. The summary of estimates for 1997 outlines the costs for instructional computers. The final figures for classroom computers is subject to the release of information for the 1997 GEMS Grant.
3. A reserve will insure that these funds will be available to complete this aspect of changes in the financial system.
4. While a number of activities will continue on as outlined in Appendix A, there are several key initiatives external to the Board that will have critical impacts on the achievement of technological implementation over the next two to three years.

APPENDICES:

Appendix A	Technological Implementation Plan Update on Activities
Appendix B	Summary of 1995 & 1996 Classroom Computer Acquisitions
Appendix C	Moderate Estimate of New Demands
Appendix D	Announcement by the Ministry of Education to develop a vision for technology

APPENDIX A

TECHNOLOGICAL IMPLEMENTATION PLAN UPDATE

BACKGROUND:

- In January 1995, the Board approved the following goals for Technological Implementation across our System

  1. Recognition that putting people, process and participation first is critical to successful technological implementation.
  2. Acceptance and use of corporate wide standards for infrastructure, hardware and peripherals, and processes and procedures.
  3. An infrastructure that will enable flexibility at an affordable level according to the need of the end user.
  4. A seamless environment between instructional and administrative technologies.
  5. A training and development program that is dedicated to technological competency (literacy, numeracy, maintenance) for all students and staff in relation to the level at which applications will be required.
  6. Frequent communication about the goals of this plan

- This Update will report on those activities that have been carried out during 1996 toward achieving these goals. For staff who are directly associated with trying to reach these goals, the changes that have taken place in technology over this same time period leaves us overwhelmed at both how much has been completed with the resources available and how much is left to complete with the resources available. (Appendix C)

The time has come for the place of technology within our organization to be re- evaluated.
The level of commitment by the organization in terms of priority will likely have to change.
Technology no longer belongs to a few.
It is desired by all and requires that all are involved in a different way.

- This Update will outline activities in the following areas:

  - A. Classroom Computer Acquisitions
  - B. Pilot Schools
  - C. Networking and the Internet
  - D. The Supporting Infrastructure
  - E. Administrative Systems
  - F. Training
  - G. Partnerships

APPENDIX A

A. Classroom Computer Acquisitions

Hardware

The 1996 equipment acquisition and installation of 1,000 workstations was completed over four months ending in December, bringing the total number of new computers delivered to schools in the past 12 months to 2250. This takes us into 1997, the third year of the plan to address obsolescence and standardization. Distribution of computers was approved by the Classroom Computer Group, through input from Principal Representatives, and was based on school enrolment. (Appendix B)

All computers were acquired with network cards to facilitate school networks over the next two or three years and approximately one in five are multimedia. All elementary school machines have sound cards to accommodate much of the primary software that utilizes sound.

Most of the oldest equipment has now been placed on a 'do not repair' list rather than being removed from inventory. Repair of older equipment is still a very significant cost issue but this should decline over the next few years as more of this equipment becomes redundant.

Software

The influx of new equipment has allowed our technicians to spend more time on software installation and configuration rather than repairing equipment. All machines were created from standard software configurations. There were four configurations; Elementary and Secondary both with and without multimedia. The Elementary school configurations included a variety of software titles selected by Elementary School and Program Department staff. Secondary schools had less titles as custom installation of subject specific titles is conducted at the school.

Classroom Computer Group

In addition to working at the acquisition of new computers, the Classroom Computer Group has been working at developing a framework for determining school and classroom needs for the next three years. It has examined roles of the many groups and individuals who have a part to play in the implementation of curriculum with technologies. The members of the CCG believe very strongly that the basis for acquisition in the next three years can not be based solely on distribution by numbers. A greater alignment to Program Goals as detailed in the Common Curriculum and pending Secondary Reform will be necessary. This means that acquisition is likely to focus on a few strategic programs and concentrate acquisition in large quantities in these areas.

A second area of concern for the Classroom Computer Group is with School / Site Administration. In the past, one or two staff members took on the major responsibility for matters dealing with computers. This will no longer work. All staff must become more involved, more able, and more self sufficient. A key goal for replacing obsolete equipment and instituting standards has been to decrease the need for technical expertise in order to be able to use computers and free up the teacher to concentrate on the content and context of learning.

The recent announcement by the Ministry of Education and Training of roundtables in order to develop a vision for technology in education from grades kindergarten to 12, a five year plan to achieve the goals and an investment plan to support the five year plan is another sign that what we have been doing will need to change.

B. Pilot Schools

The pilot school projects were implemented in 1996 to allow us to develop a standard infrastructure to meet the technology requirements of schools. The plan is to address equipment, furniture, room requirements, power, network wiring and the required ratio of students to computers. The three schools selected as pilots were Hillsdale, Burkholder and Sir John A. Macdonald. The two Elementary schools have had most areas of the schools networked but this was not possible at MacDonald due to the cost. As expected, asbestos can be a significant factor when installing network wiring in some schools.

All networked computers have access to the Internet and all school staff at these schools are receiving E-Mail ID's. The process to supply individual ID's to students is just beginning.

C. Networking and the Internet

Wide Area Network

Since 1987 the Board has had a high speed analog network linking all sites to the Education Centre. This network was used for administrative systems only. To provide access to the Internet for all schools it was necessary to convert the network by replacing communication controllers with ISDN digital circuits and routers. The network now handles both administrative systems and the Internet for the classroom simultaneously, at no additional cost. This conversion has taken place during the last half of 1996.

As part of this conversion, Bell Canada installed a main fibre optic link into the Education Centre. The Education Centre is connected to the Internet through McMaster University. A security firewall, Mail server and Internet server have been installed to service the Board's needs.

Local Area Networks

As Bell Canada completed their installation, Board technicians followed to effect the switchover. In Secondary schools the change was less complex as there were already local area networks in the offices that could be extended into the school. Elementary and Vocational schools however, required the removal of the old communications controllers and Co-axial connections and the installation of a local area network. Each school received one new computer and printer for Internet access. This computer was usually installed in the Library.

During 1997, we will start the process of extending the local area networks in all schools. This is an extremely significant project and will take at least all of 1997 to complete. Lessons learned in the pilot schools tell us that getting around asbestos areas can cause delays in cable stringing. Schools have been asked to designate one room in each school (usually a computer lab or the library) to be networked. All computers attached to the local area networks will have Internet access.

Networking and the Internet - continued ***Board World WideWeb site***

Board World WideWeb site (WWW.HBOE.ON.CA)

During Semester One two Secondary school Co-op students created the Board's Web site under the direction of Technical Services. A home page is being created for each school with basic information about the school. Once this is complete, schools will maintain their own pages. Other general information about our Board will also be on the site. Much work remains to be done.

Maintaining a large web site is another significant task that will require us to examine resources. Most sites and all large sites have a 'Webmaster' who has overall responsibility for the site and it's content. Standards must be developed and editing must be ongoing to ensure content is appropriate and up-to-date. Consideration is being given to developing an 'Intranet'. This is a web site that is accessible only from inside the organization. Quickfinder, Policies, Procedures and Curriculum documents are just a few of the document types that could be accessed in this manner.

The Internet

We have chosen 'Netscape Navigator' for Web Browsing as it is the present standard and is free for Educational use. An 'acceptable use policy' has been developed by Program Department staff for schools. A similar policy is being developed for staff.

Other than the cost of the network, there is no charge for any use of the Internet as the Board is directly connected rather than using a Service Provider.

Electronic Mail

While the Board now has Internet E-Mail capabilities, the process of supplying employees and students with ID's will proceed slowly. Potentially 50,000 ID's must be administered. Maintenance of the PROFS system and approximately 1,000 ID's presently requires .5 FTE staff resources. Extending E-Mail to most of the organization will require some reallocation of resources. Pressure to supply ID's now is significant. It is expected that the new E-Mail capabilities will eventually replace the PROFS system.

D. The Supporting Infrastructure

As part of the conversion for Internet access the mainframe was reconfigured with much smaller, less expensive components. The current terminology used to describe this configuration is "Enterprise Server'. The 'fileserver' technology that has been used in local area networks is now merging with 'mainframe' technology to create large scale servers that support entire organizations.

The work required to effect the necessary changes was all conducted during evenings and weekends to minimize any impact on the online systems. The changes were effected with no production downtime whatsoever. The necessity of minimizing impact is indicated by the fact that at any given time during the day we have as many as 400 staff signed on to the PROFS system.

This change over to support both the classroom and the office was completed with the same dollars. While some components are less expensive in todays market, the decrease in some costs enabled this switchover to take place at no additional cost. The result is a seamless environment between instructional and administrative technologies.

E. Administrative Systems

Employee System

The Employee Information System is in use both at the Education Centre and the schools. Schools use the system for the recording and tracking of attendance, staffing and general employee information. Human Resources Staff use the system to analyze employee statistics and perform queries about classifications of staff data. Most employee data is now either transferred from the old system or has been entered online into the new system. Staff employment histories, qualifications and years of experience have all been checked and audited for completeness and accuracy.

At present, we are testing a new payroll system with plans to complete parallel testing by late Fall. This means that the net pay deposited into the bank would be produced by the new system. Current changes being put into effect by both the Federal and Provincial governments are affecting current programming activities. The new tax tables for the reduction in Provincial income tax and the totally new 'Employment' Insurance plan have required that time be directed to these regulation changes.

Included in the 1996 Budget was an allocation of $109,000 for the purchase and installation of software to operate a Payroll Budget System. As the project was not at the stage to utilize these funds, it is recommended that a reserve be established.

Financial System

The advancement in computer technology for both software and hardware provide many options to school boards. In addition, the completion of the networking in our schools and specifically in the Financial Services Department, allows us to proceed with the purchase and implementation of a flexible, fully integrated financial reporting system. The current environment that predominates throughout the Province places much higher accountability on school and administrative staff. Current information is expected in a shorter time-frame to allow for more effective decision-making. Reporting requirements to the Ministry of Education and Training are becoming increasingly complex.

Preliminary review of several financial software packages have been completed. This stage of upgrading the financial information system will assist the schools and the administrative staff to more effectively manage financial information, and be more efficient in the gathering of information for reporting and decision-making purposes. The upgrading of the current financial system will allow the schools to focus more of their energy on the students and allow the staff and the Board to continue to ensure the Board's corporate responsibilities and obligations are met. Funding has been included in the 1997 Budget Estimates for Financial Services.

E. Administrative Systems - continued

Student System

The Student Information System required significant work to effect changes required by modification to Ministry rules regarding enrolment, Junior Kindergarten and adult students. Enrolment is now taken at October 31st, rather than September 30th. Also, the February reporting date was moved to March. This affected most if not all programs and reports that are used by the schools to prepare their Ministry reports. As well the routines which calculate and store enrolment statistics required modification. Students who are 21 years of age or over are now handled differently and this necessitated changes in the same areas and some additional parts of the system.

The system contains all information regarding our students and past students including demographics, classes, attendance, timetables and official transcripts. Accuracy of the data has been audited by Research Services and proved to be as accurate as is humanly possible.

The present system is now 12 years old and we have begun to review our requirements for the future. Given the development of graphical interfaces and the need for more 'desktop' manipulation of data, the system will require upgrading. In that light, we are investigating the purchase of a system as we do not expect to have the resources to conduct development and maintenance activities that will be required in the future.

Under the current climate, the most that would be advised for 1997 is a small trial of a system, in order to be able to determine the appropriateness of any system that could be purchased.

F. Training

In June, the training centre moved to two unused classrooms at Fairview School. During the summer, daytime classes were offered to all staff in WINDOWS introduction, Word Processing and Desktop Publishing. The same courses (plus CORELDRAW) were offered in the evenings from January through May, and October through December. Internet training has been offered since September, and for January and February, is limited to Elementary site administrators.

Attendance has been excellent, with a total of 898 people in the previously mentioned courses and 110 attending PROFS courses.

In addition through the Project Team Leader, Information Skills and Technology training in curriculum related uses of computer software has been provided for upward of 1000 teaching staff. This year training will begin to include the Information Skills and Technologies Outcomes in line with the Common Curriculum.

G. Partnerships

We are involved in two Partnerships related to Technological Implementation. One has its roots in our association with the Hamilton Public Library and the other with our association with Brock University.

HWIN (Hamilton Wentworth Information Network)

Through a Partnership Agreement initiated over four years ago with the Hamilton Public Library and before technologies were such a key part of information exchange and management we have been developing and implementing structures that will eventually result in one computing environment for all students in the Hamilton Wentworth Community. The main partners in this association are the three coterminous school boards, the Hamilton Wentworth Public Library System, McMaster University and Mohawk College. The two other school boards have been focusing on installing wide area networks, while we have been focusing on the problem of Internet Access and E-Mail addresses for all students. The branch of this partnership called Youthnet has been our focus in this partnership.

TIPP (TECHNOLOGY INCENTIVE PARTNERSHIP PROGRAM)

Through this incentive program initiated by the Ministry of Education in 1995 we have been working in partnership with Brock University, IBM, ENO (Education Network of Ontario), NPIEC, (Niagara Peninsula Freenet) and four other school Boards (Lincoln County Board of Education, Niagara South Board of Education,Welland County Roman Catholic Separate School Board and Lincoln county Separate School Board) to develop models for teacher pre-service and in-service training using information technology delivery systems.

The project was built on two approaches to training. For the training of teachers who were already teaching, the Participant School Boards acquired software in literacy and numeracy and the associated training to enable teachers to use the software in their teaching.

For the training of preservice teachers the Hamilton Board and the Brock have crafted a process built on existing approaches to training and integrating available technologies into the process. A goal for this model has been the role of online conferencing in the process of teacher training. As part of the Partnership we share a lab of computers with Brock in the Briarwood campus. This aspect of the Partnership will continue on past the life of the project.

The Project is in the final stages, which includes a research study on teacher self perceptions on their use of computers. Until the Partners can look at the research findings we are not ready to make any conclusions.

APPENDIX B

Summary of 1995 & 1996 Classroom Computer Acquisitions

Year	1995 Actuals	1996 Actuals	1997 Estimate	1998	1999	2000	2001	2002	2003
Elementary	765	659	*tbd*						
Secondary	447	342	*tbd*						
Total	1,212	1.001	**840**						

(chart from APPENDIX D2, *'Proposal for Classroom Computer Acquisition and Replacement'*, Operations and Finance 1996 02 06)

Year	1995	1996	1997	1998	1999	2000	2001	2002	2003
Computers Added	1,250	1,000	840	0	160	320	680	850	850
Computers Removed	1,300	700	600	0	200	300	680	850	850
Total Inventory	4,300	4,600	4,840	4,840	4,800	4,820	4,820	4,820	4,820
Capital Expenditures (000's)	1,200	500	100	0	400	800	1,700	2,200	2,200
Leases (000's)	0	1,050	1,550	1,800	1,800	1,400	500	0	0
Total Expenditures (000's)	**1,200**	**1,550**	**1,650**	**1,800**	**2,200**	**2,200**	**2,200**	**2,200**	**2,200**
Annual Cost per Pupil	30	39	41	45	55	55	55	55	55

FUNDING FOR CLASSROOM COMPUTERS

ALLOCATION	1995	1996 *estimate*	1997 *estimate*
Gems Allocation Total	**970,253**	**958,833**	**958,833**
Breakdown of dollars			
Ministry share of gems	679177	672,496	672,496
Board share of gems	291076	300,000	300,000
Non gems expenditures	200,000	527,504	677,504
TOTALS	**1,170,253**	**1,500,000**	**1,650,000**

APPENDIX C

MODERATE ESTIMATE OF NEW DEMANDS

The following table shows the current support levels, new demands and projected levels of support required to meet demand. It is very basic and intended to illustrate the impact of the rapid change of technology in our learning and working environment.

CURRENT SERVICE OR SUPPORT	NEW DEMAND	REQUIREMENT TO MEET DEMAND	ESTIMATED COST
Classroom Computers Ratio: 1 to 10 for about 40,000 students	Suggested average ratio to target (combined Elem. and Secondary) 1 to 7	additional computers to achieve 1714	at about $3000 a machine $ 5,142,857
Office and Administration inventory of 800 computers	additional required for caretaking 75 and offices 30 for a total of 105	additional computers 105	at about $3000 a machine $ 315,000
Teacher Requirements estimate ratio across the system is 1 to 23 for 2345 teachers	match student ratio of 1 to 7	additional computers 335	at about $3000 a machine $ 1,005,000
Technical Support Staff we have 1 technician for 833 computers	total new machine demand is 2154	at current ratio this demand translates into 2.58 staff	$ 77,400
Addresses to Access the INTERNET to support PROFS of about 1200 clients we have about .5 of a position	E- MAIL for everyone potentially 40,000 students 4000 staff	at a ratio of .5 to 1200 this translates into about 12 staff could be done with fewer	will depend on how this is managed
Training 1.5 for 4000 staff for basic skills , we achieve about 1000 a year (1/4)	- everyone requires training from basic to advanced - train another 3000 a year	at the same ratio of 1.5 per 1000 another 4 staff would be required (this does not include curriculum related training)	$ 140,000
Webmaster - using COOP students for initial set up	management of the Board Web Page for both security, content and policy will require resources	at least one position	$35,000
Wiring $100,000 for yearly needs	eventually most classrooms in system will need to be wired	new investment in electrical infrastructure	difficult to estimate

News Release

Ontario

Ministry of Education and Training

Minister's Round Table develops vision for technology in education

February 1, 1997

TORONTO — Minister of Education and Training John Snobelen today held the second meeting of the Minister's Round Table on Technology, designed to develop a comprehensive vision for the use of leading-edge technology in all Ontario classrooms.

"In Ontario, our focus is on excellence in learning and student achievement," said the minister. "The use of technology has become a way of life for many people and businesses, yet it is constantly changing. We want to ensure that the education sector remains in stride with developments, and that our students graduate with a high degree of computer literacy."

The purpose of the Minister's Round Table is to consult with educators and the private sector and develop a vision for technology in education from grades kindergarten to 12, a five-year plan to achieve the goal of the vision, and an investment plan to support the five-year plan.

The members invited to sit on the Minister's Round Table include parents, school principals, educators, business executives, entrepreneurs, and leaders in the information technology industry. The first Round Table meeting was held in December, 1996.

"I am impressed with the commitment to students and the feedback I have received from the participants at the Round Table," said Snobelen.

Français Home Page Search

1997 04 08

To: The Chairman and Members
Operations and Finance Committee

From: Merv Matier, Interim Director of Education and Secretary

Re: ONTARIO MEMBER SCHOOL BOARD CORPORATION

Report: Decision

BACKGROUND

In December, 1996, the Operations and Finance Committee approved the participation of the Board of Education for the City of Hamilton as a member of the Ontario Member School Board Corporation. The O.M.S.B.C. provides a cooperative forum to share knowledge and expertise from many school board directors, and to focus on the common goal of supporting student success through cost savings and revenue generation. This non-profit corporation formally links school boards into a powerful force for cooperation.

The new non-profit corporation will:

- support innovative education and training programs which will promote the cause of education and benefit communities;
- make awards to individuals or organizations in recognition of accomplishment in the field of education;
- administer a central buying group for member school boards and investigate and implement revenue generating and cost-saving initiatives.

ISSUE

The purpose of this report is threefold:

- to provide the members with a copy of the By-Laws of the O.M.S.B.C. so that there is a full and complete understanding of the guidelines under which the Corporation is operating
- to designate and authorize the Director of Education to represent the interest of, vote and act on behalf of the Board
- to idemnify and save harmless the Director of Education as a member of the Board of Directors of the O.M.S.B.C.

RECOMMENDATIONS

1. That the Hamilton Board of Education designate and authorize the Director of Education of the Hamilton Board of Education to exercise the vote of the Hamilton Board of Education as a member of ONTARIO MEMBER SCHOOL BOARD CORPORATION and the Director of Education alone is hereby authorized and directed for and on behalf of and in the name of the Hamilton Board of Education to do all things which may be necessary or desirable to give full effect to the foregoing, including without limitation, to execute and deliver under corporate seal of the Hamilton Board of Education or otherwise all instruments, documents and agreements and all such instruments, documents and agreements comply with and are authorized by this resolution.

2. That the Hamilton Board of Education agree to indemnify and save harmless the Director of Education as a member of the Board of Directors of ONTARIO MEMBER SCHOOL BOARD CORPORATION from all claims, actions or causes of action, or any and all costs or liabilities of any kind or manner whatsoever as a result of the Director of Education acting as a member of the Board of Directors of ONTARIO MEMBER SCHOOL BOARD CORPORATION and that the Director of Education be authorized to execute any appropriate form of written Indemnity and/or certified copy of this resolution.

RATIONALE

All member Boards have, by resolution, adopted the actions that Recommendations 2 and 3 represent.

It is essential that the Hamilton Board take similar action in order to be full and active participants in this exciting initiative that has the potential for tremendous savings for our community and benefits for our students.

Appendix A By-Law Number 1
Appendix B Backgrounder: OMSBC
Appendix C Membership of OMSBC (as of 1997 01 31)

ONTARIO MEMBER SCHOOL BOARD CORPORATION

DRAFT

BY-LAW NUMBER 1

A by-law relating generally to the conduct of the affairs of

ONTARIO MEMBER SCHOOL BOARD CORPORATION

BE IT ENACTED as a by-law of ONTARIO MEMBER SCHOOL BOARD CORPORATION (the "Corporation") as follows:

1 INTERPRETATION

1.1 Meaning of Words

In this by-law and all other by-laws and resolutions of the Corporation, unless the context otherwise requires:

1.1.1 the singular includes the plural

1.1.2 the masculine gender includes the feminine and vice-versa, and the words "person" shall include bodies corporate, corporations, companies, partnerships, syndicates, trusts and any number of aggregate of persons;

1.1.3 "Board" means the board of directors of the Corporation;

1.1.4 "by-law" means this by-law and all other by-laws of the Corporation from time to time in force and effect;

1.1.5 "Corporation" means ONTARIO MEMBER SCHOOL BOARD CORPORATION;

1.1.6 "Corporations Act" means the Corporations Act, R.S.O. 1990, chapter C.38, and any statute amending or enacted in substitution therefor from time to time;

1.1.7 "documents" includes deeds, mortgages, hypothecs, charges, conveyances, transfers and assignments of property, real or personal, immovable or movable, agreements, releases, receipts and discharges for the payment of money or other obligations, conveyances, transfers and assignments of shares, bonds, debentures or other securities and all paper writings;

1.1.8 "Elected Director" means a person who has been elected to the office of director in accordance with article 4, or appointed to fill a vacancy in the office of director in accordance with section 4.7;

1.1.9 "general meeting of members" includes a meeting of any class or classes of members as well as a general meeting of members;

1.1.10 "letters patent" means the letters patent incorporating the Corporation as from time to time amended and supplemented by supplementary letters patent;

1.1.11 "meeting of members" includes an annual meeting of any class or classes of members as well as a general meeting of members;

1.1.12 "Regulations" means the Regulations made under the Corporations Act as from time to time amended and every regulation that may be substituted therefor;

1.1.13 "Representative" has the meaning ascribed thereto in section 10.10;

1.1.14 "signing officer" means, in relation to any instrument, any person authorized to sign same on behalf of the Corporation by article 14 or by a resolution passed pursuant thereto;

1.1.15 "special resolution" means a resolution passed by the directors and confirmed with or without variation by at least two-thirds of the votes cast at a general meeting of the members of the Corporation duly called for that purpose, or, in lieu of such confirmation, by the consent in writing of all the members entitled to vote at such meeting;

1.1.16 "Voting Member" shall have the meaning ascribed thereto in section 9.2.1.

1.2 Corporations Act Terms

All terms defined in the Corporations Act have the same meaning in this by-law and all other by-laws and resolutions of the Corporation.

1.3 Letters Patent

If any of the provisions contained in this by-law are inconsistent with those in the letters patent, the provisions contained in the letters patent, as the case may be, shall prevail.

2 HEAD OFFICE

The head office of the Corporation shall be in the Regional Municipality of Hamilton-Wentworth, in the Province of Ontario (subject to change by special resolution), and at such place therein as the Board may from time to time determine by resolution.

3 SEAL

The seal which is impressed to
the right hereof shall be the
corporate seal of the Corporation.

4 BOARD

4.1 Number of Directors and Powers

The affairs of the Corporation shall be managed by a board of fourteen (14) directors, who may exercise all such powers and do all such acts and things as may be exercised or done by the Corporation that are not by the by-laws or any special resolution of the Corporation or by statute expressly directed or required to be done in some other manner. Any increase or decrease in the number of directors shall be approved by special resolution of the members and notice of such special resolution shall be published in the Ontario Gazette if required pursuant to the Corporations Act.

4.2 Qualifications

Each director shall:

4.2.1 be at the date of, or become within ten (10) days after the election of the person as and thereafter remain throughout the term of office, a member of the Corporation who is qualified by the terms of section 9.2.2 to hold office;

4.2.2 be at least eighteen (18) years of age; and

4.2.3 not be an undischarged bankrupt nor a mentally incompetent person;

If a person ceases to be a member of the Corporation who is qualified by the terms of section 9.2.2 to hold office, or becomes bankrupt or a mentally incompetent person, the person thereupon ceases to be a director, and the vacancy so created may be filled in the manner prescribed by section 4.7.

4.3 Election and Term

The directors' term of office (subject to the provisions, if any, of the letters patent) shall be from the date of the meeting at which they are elected or appointed until the annual meeting next following or until their successors shall have been duly elected or appointed, whichever comes first.

Retiring directors shall be eligible for re-election to the Board if otherwise qualified and shall continue in office until their successors shall have been duly elected or appointed.

4.4 Vacation of Office

The office of a director shall be vacated upon the occurrence of any of the following events:

4.4.1 if a director becomes bankrupt or suspends payment of debts generally or compounds with creditors or makes an authorized assignment or is declared insolvent; or

4.4.2 if a director is found to be a mentally incompetent person or becomes of unsound mind; or

4.4.3 if, by notice in writing to the Corporation, a director resigns from office, which resignation shall be effective at the time it is received by the Corporation or at the time specified in the notice, whichever is later; or

4.4.4 if a director dies; or

4.4.5 if a director is removed from office by the Voting Members in accordance with section 4.5.

4.5 Removal of Directors

The Voting Members may, by resolution passed by at least two-thirds of the votes cast thereon at a general meeting of members of which notice specifying the intention to pass such resolution has been given, remove any director before the expiration of a term of office and may, by majority of the votes cast at such meeting, elect any person in such director's stead for the remainder of the term.

4.6 Quorum

A majority of the directors shall constitute a quorum for the transaction of business at any meeting of the directors. Notwithstanding vacancies in the Board, the remaining directors may exercise all the powers of the Board as long as a quorum of the Board remains in office.

4.7 Vacancies

Subject to section 4.3 hereof, a vacancy or vacancies on the Board, however caused, may, so long as there is a quorum of directors then in office, be filled by the directors from among the then-current Representatives if they shall see fit to do so; otherwise such vacancy shall be filled at the next general meeting of members at which directors for the ensuing year(s) are elected, but if there is not a quorum of directors, the remaining directors shall forthwith call a meeting of members to fill the vacancy or vacancies. If the number of directors is increased between the terms, subject to the Corporations Act, a vacancy or vacancies, to the number of the authorized increase, shall thereby be deemed to have occurred, which may be filled in the manner above prescribed.

4.8 Executive Committee

In the event that the number of directors on the Board is greater than thirteen (13), the directors may elect from among their number an Executive Committee consisting of not fewer than seven (7) directors and, may delegate to such Executive Committee any of the powers of the Board. The Executive Committee shall be composed of the Chair of the Board (if so authorized by special resolution of the Corporation) or the President, together with the Secretary, the Treasurer and four (4) Vice-Presidents. The Executive Committee may meet for the transaction of business, adjourn and otherwise regulate its meetings as it

sees fit. A majority of the members of the Executive Committee shall constitute a quorum. This section 4.8 shall not be effective unless and until this by-law has been confirmed by at least two-thirds of the votes cast at a general meeting of the members duly called for that purpose.

4.9 Nominations

Candidates for the office of director shall include the slate of candidates for office proposed by the Nominating Committee, or if there is no Nominating Committee, by the Executive Committee.

5 MEETINGS OF DIRECTORS

5.1 Place of Meetings

Meetings of the Board and of the Executive Committee, if any, may be held either at the head office of the Corporation or at any place within or outside Ontario.

5.2 Notice

A meeting of the Board may be convened at any time by:

5.2.1 the Chair of the Board (if so authorized by special resolution of the Corporation);

5.2.2 the President

5.2.3 a Vice-President who is a director; or

5.2.4 any two directors.

The Secretary, when directed or authorized by any of such officers or any two directors, shall convene a meeting of directors. The notice of any meeting convened as aforesaid need not specify the purpose of or the business to be transacted at the meeting. Notice of any such meeting shall be served in the manner specified in section 13.1 of this by-law not less than two (2) days before the meeting is to take place; provided always that a director may in any manner and at any time (before or after the meeting to which such waiver relates) waive notice of a meeting of directors and attendance of a director at a meeting of directors shall constitute a waiver of notice of the meeting except where a director attends a meeting for the express purpose of objecting to the transaction of any business; provided further that meetings of directors may be held at any time without notice if all the directors are present (except where a director attends a meeting for the express purpose of objecting to the transaction of any business on the grounds that the meeting is not lawfully called) or if all of the absent directors waive notice before or after the date of such meetings.

If the first meeting of the Board following the election of directors by the members is held immediately thereafter, then for such meeting or for a meeting

of the Board at which a director is appointed to fill a vacancy in the Board, no notice shall be necessary to the newly elected or appointed directors or director in order to legally constitute the meeting, provided that a quorum of the directors is present.

5.3 Omission of Notice

The accidental omission to give notice of any meeting of directors to, or the non-receipt of any notice by any person, shall not invalidate any resolution passed or any proceeding taken at such meeting.

5.4 Adjournment

Any meeting of directors may be adjourned from time to time by the Chair of the meeting with the consent of the meeting, to a fixed time and place. Notice of any adjourned meeting of directors is not required to be given if the time and place of the adjourned meeting is announced at the original meeting. Any adjourned meeting shall be duly constituted if held in accordance with the terms of the adjournment and a quorum is present thereat. The directors who formed a quorum at the original meeting are not required to form the quorum at the adjourned meeting. If there is no quorum present at the adjourned meeting, the original meeting shall be deemed to have terminated forthwith after its adjournment. Any business may be brought before or dealt with at any adjourned meeting which might have been brought before or dealt with at the original meeting in accordance with the notice calling the same.

5.5 Regular Meetings

The Board may appoint a day or days in any month or months for regular meetings of the Board at a place or hour to be named by the Board, and a copy of any resolution of the Board fixing the place and time of regular meetings of the Board shall be sent to each director forthwith after being passed, but no further notice shall be required for any such regular meetings.

5.6 Chair

The Chair of each meeting of the Board shall be the Chair of the Board, if any, otherwise the Chair of each meeting of the Board shall be the President or such other director as the President may from time to time designate for that purpose or, failing such designation, as the Board may select.

5.7 Voting

Questions arising at any meeting of directors shall be decided by a majority of votes. In case of an equality of votes, the question shall be deemed to have been lost. At all meetings of the Board, every question shall be decided by a show of hands unless a poll on the question is required by the Chair or requested by any director. A declaration by the Chair that a resolution has been carried and an entry to that effect in the minutes is conclusive evidence of the fact without

proof of the number or proportion of votes recorded in favour of or against the resolution.

5.8 Remuneration of Directors

The directors shall serve as directors without remuneration and no director shall directly or indirectly receive any profit or remuneration in any capacity whatsoever from his position as director, provided that a director may be paid reasonable expenses incurred by the director in the performance of duties.

5.9 Telephone Participation

If all the directors of the Corporation consent, a meeting of directors may be held by means of such telephone, electronic or other communication facilities as permit all persons participating in the meeting to hear each other simultaneously and instantaneously, and a director participating in such meeting by such means is deemed to be present at that meeting.

5.10 Others Present

Such others shall, as the Board may from time to time by resolution determine, be entitled in the same manner and to the same extent as a director, to notice of, and personally or by delegate to attend to speak at, meetings of the Board, but shall not be entitled to vote thereat.

6 FOR THE PROTECTION OF DIRECTORS AND OFFICERS

6.1 Conflict of Interest

In supplement of and not by way of limitation upon any rights conferred upon directors by section 71 of the Corporations Act, it is declared that no director shall be disqualified from office or vacate an office by reason of holding any office under the Corporation or under any corporation in which the Corporation shall be a shareholder or by reason of being otherwise in any way directly or indirectly interested or contracting with the Corporation either as vendor, purchaser or otherwise or being concerned in any contract or arrangement made or proposed to be entered into with the Corporation in which such director is in any way directly or indirectly interested either as vendor, purchaser or otherwise nor shall any director be liable to account to the Corporation or any of its members or creditors for any profit arising from any such office or place of profit; and, subject to the provisions of section 71 of the Corporations Act, no contract or arrangement entered into by or on behalf of the Corporation in which any director shall be in any way directly or indirectly interested shall be avoided or voidable and no director shall be liable to account to the Corporation or any of its members or creditors for any profit realized by or from any such contract or arrangement by reason of any fiduciary relationship. A director who is in any way directly or indirectly interested in a proposed contract with the Corporation shall make the disclosure required by the Corporations Act. Except as provided by the Corporations Act, no such director shall vote on any resolution to approve such contract.

6.2 For the Protection of Directors and Officers

Except as otherwise provided in the Corporations Act, no director or officer for the time being of the Corporation shall be liable for the acts, receipts, neglects or defaults of any other director or officer or employee or for joining in any receipt or act for conformity or for any loss, damage or expense happening to the Corporation through the insufficiency or deficiency of title to any property acquired by the Corporation or for or on behalf of the Corporation or for the insufficiency or deficiency of any security in or upon which any of the monies of or belonging to the Corporation shall be placed out or invested or for any loss or damage arising from the bankruptcy, insolvency or tortious act of any person, firm or corporation, including any person with whom or which any monies, securities or effects shall be lodged or deposited, or for any loss, conversion, misapplication or misappropriation of or any damage resulting from any dealings with any monies, securities or other assets belonging to the Corporation or for any other loss, damage or misfortune whatever which may happen in the execution of the duties of office or trust or in relation thereto, provided that nothing herein shall relieve any director or officer of any liability imposed upon such director or officer by statute.

7 INDEMNITIES TO DIRECTORS AND OFFICERS

7.1 Indemnities

Every director and officer of the Corporation and such director's and officer's heirs, executors, administrators and personal representatives, respectively, shall from time to time and at all times be indemnified and saved harmless out of the funds of the Corporation from and against:

7.1.1 all costs, charges and expenses whatsoever such director or officer sustains or incurs in or about any action, suit or proceeding that is brought, commenced or prosecuted against such director and officer for or in respect of any act, deed, matter or thing whatsoever, made, done or permitted by such director or officer, in or about the execution of the duties of office; and/or

7.1.2 all other costs, charges and expenses such director or officer sustains or incurs in or about or in relation to the affairs of the Corporation;

except such costs, charges and expenses as are occasioned by such director's or officer's own wilful neglect or default or failure to act honestly and in good faith with a view to the best interests of the Corporation.

7.2 Insurance

Subject to applicable law, the Corporation shall purchase and maintain such insurance for the benefit of its directors and officers as the Board may from time to time determine.

8 OFFICERS

8.1 Appointment

The Board shall annually and more often as may be required: (a) elect a President from among themselves, and (b) appoint a Secretary. If deemed advisable, the Directors may appoint annually and more often as may be required one or more Vice-Presidents, a Treasurer and one or more Assistant Secretaries and one or more Assistant Treasurers. Notwithstanding the foregoing, each incumbent officer shall continue in office until the earlier of: (i) resignation, (ii) the appointment of a successor, (iii) ceasing to be a director or member of the Corporation if such is a necessary qualification of such officer's appointment, and (iv) the meeting at which the directors annually appoint the officers of the Corporation. A director may be appointed to any office of the Corporation but, subject to section 291 of the Corporations Act, none of the said officers except the President and the Chair of the Board, if applicable, need be a director of the Corporation. Two or more of the aforesaid offices may be held by the same person. In case and whenever the same person holds the offices of Secretary and Treasurer, such person may, but need not be, known as the Secretary-Treasurer. The Board may from time to time appoint such other officers and agents as it shall deem necessary who shall have such authority and shall perform such duties as may from time to time be prescribed by the Board.

8.2 Remuneration and Removal of Officers

The remuneration of all officers elected or appointed by the Board shall be determined from time to time by resolution of the Board. The fact that any officer or employee is a member of the Corporation shall not disqualify him from receiving such remuneration as an officer or employee as may be determined. All officers, in the absence of agreement to the contrary, shall be subject to removal by resolution of the Board at any time, with or without cause.

8.3 Powers and Duties

All officers shall sign such contracts, documents or instruments in writing as require their respective signatures and shall respectively have and perform all powers and duties incident to their respective office and such other powers and duties respectively as may from time to time be assigned to them by the Board; subject however to any special resolution of the Corporation.

8.4 Duties of Officers may be Delegated

In case of the absence or inability to act of any officer of the Corporation or for any other reason that the Board may deem sufficient, the Board of Directors may delegate all or any of the powers of any such officer to any other officer or to any director for the time being.

8.5 Chair of the Board

The Corporation may, by special resolution, provide for the election by the directors from among themselves of a Chair of the Board and define the duties and may assign to the Chair of the Board any or all of the duties of the President or other officer of the Corporation, and in that case, the special resolution shall fix and prescribe the duties of the President.

8.6 President

The President shall be the chief executive officer of the Corporation unless otherwise determined by special resolution of the Corporation or resolution of the Board. The President shall, subject to any special resolution of the Corporation, when present, preside at all meetings of the Board, the Executive Committee, if any, and members of the Corporation.

8.7 Vice-President

The Vice-President or, if more than one, the Vice-Presidents in order of seniority, shall be vested with all the powers and shall perform all the duties of the President in the absence or inability or refusal to act of the President; provided, however, that a Vice-President who is not a director shall not preside as Chair at any meeting of the Board or the Executive Committee, if any, and that a Vice-President who is not a director and member shall not, subject to section 10.9 of this by-law, preside at any meeting of members.

8.8 Secretary

The Secretary shall give or cause to be given notices for all meetings of the Board or the Executive Committee, if any, and members when directed to do so and have charge of the minute books of the Corporation and of the documents and registers referred to in section 300 of the Corporations Act.

8.9 Treasurer

Subject to the provisions of any resolution of the Board, the Treasurer shall keep full and accurate accounts of all receipts and disbursements of the Corporation in proper books of account and accounting records referred to in section 302 of the Corporations Act; shall deposit all monies or other valuable effects in the name and to the credit of the Corporation in the bank or banks from time to time designated by the Board or Executive Committee, if any; shall disburse the funds of the Corporation under the direction of the Board or Executive Committee, if any, taking proper vouchers therefor; shall render to the Board or Executive Committee, if any, whenever required, an account of all transactions as Treasurer and of the financial position of the Corporation; shall co-operate with the auditors of the Corporation during any audit of the accounts of the Corporation; and shall perform the other duties from time to time prescribed by the Board or Executive Committee, if any, or incident to the office.

8.10 Assistant Secretary and Assistant Treasurer

The Assistant Secretary or, if more than one, the Assistant Secretaries in order of seniority, and the Assistant Treasurer or, if more than one, the Assistant Treasurers in order of seniority, shall respectively perform all the duties of the Secretary and the Treasurer respectively in the absence or inability or refusal to act of the Secretary or the Treasurer, as the case may be.

8.11 Executive Director, General Manager or Manager

The Board may from time to time appoint one or more Executive Directors, General Managers or Managers and may delegate to them full power to manage and direct the business and affairs of the Corporation (except such businesses and affairs of the Corporation as must be transacted or performed by other officers, by the Board or by the members) and to employ and discharge agents and employees of the Corporation or may delegate to them any lesser authority. An Executive Director, General Manager or Manager shall conform to all lawful orders given to such Executive Director, General Manager or Manager by the Board of such matters and duties as by law, including, without limitation, a special resolution of the Corporation and shall at all reasonable times give to the directors or any of them all information they may require regarding the affairs of the Corporation. Any agent or employee appointed by an Executive Director, General Manager or Manager shall be subject to discharge by the Board.

8.12 Vacancies

If the office of any officer of the Corporation shall be or become vacant by reason of death, resignation, disqualification or otherwise, the directors shall, in the case of the President and the Chair of the Board, if any, elect from among themselves a person to fill such vacancy and, in the case of the Secretary, appoint a person to fill such vacancy and may, in the case of any other office, appoint a person to fill such vacancy.

9 MEMBERSHIP

9.1 Composition

Membership in the Corporation shall consist of such persons as are admitted as members by the Board.

9.2 Classes of Membership

There shall be two (2) classes of membership in the Corporation: voting and non-voting. The members of the Corporation shall be:

9.2.1 voting: any School Board in Ontario which: (i) has paid the prescribed fee; (ii) has been approved for admission by two-thirds of the members of the Board; and (iii) enters into a written agreement with the Corporation (a "Membership Agreement"), shall be admitted as a Voting Member of the Corporation and shall be entitled to one vote at any

meeting of members. A Voting Member may vote in person (through its Representative) or by proxy; or

9.2.2 non-voting: each director of the Corporation (including each applicant for incorporation of the Corporation) shall become a non-voting member of the Corporation by virtue of holding office as a director until such time as such director ceases to be a director, and shall be entitled to receive notice of and to attend all meetings of members but shall not be entitled to vote thereat.

9.3 Resignation

Members who are directors may resign by resignation in writing which shall be effective immediately. A Voting Member shall cease to be a member upon the expiry and non-renewal of its Membership Agreement or the termination of such agreement in accordance with its terms.

9.4 Termination of Membership

The interest of a member in the Corporation is not transferable and lapses and, in the case of a director, ceases to exist upon death or dissolution or when the term as a director expires or when such director ceases to be a director or member by resignation or otherwise in accordance with the by-laws. A Voting Member shall cease to be a member upon the expiry of its Membership Agreement or the termination of such agreement in accordance with its terms. Notwithstanding the foregoing, the Voting Members may, by resolution passed by at least two-thirds of the votes cast at a general meeting of which notice specifying the intention to pass such resolution has been given, terminate the membership of any director of the Corporation.

9.5 Fees

Fees payable by members shall, from time to time, be fixed by a two-thirds vote of Voting Members at an annual or general meeting, notice of which shall include notice of intention to seek such authority or by a resolution in writing signed by all the Voting Members.

The secretary shall notify the members of the fees at any time payable by them and, if any are not paid within thirty (30) days of the date of such notice, the members in default shall thereupon automatically cease to be members of the Corporation, but such defaulting members may on payment of all unpaid fees be reinstated by unanimous vote of the Board.

10 MEMBERS' MEETINGS

10.1 Annual Meeting

Subject to compliance with section 293 of the Corporations Act, the annual meeting of the members shall be held at any place within Ontario on such day in each year and at such time as the directors may by resolution determine or, in

the absence of such determination, at the place where the head office of the Corporation is located, for the purpose of:

10.1.1 hearing and receiving the reports and statements required by the Corporations Act to be read at and laid before the Corporation at an annual meeting;

10.1.2 electing such directors as are to be elected at such annual meeting;

10.1.3 appointing the auditor and fixing or authorizing the Board to fix the remuneration therefor; and

10.1.4 the transaction of any other business properly brought before the meeting.

10.2 General Meeting

The Board may at any time call a general meeting of members for the transaction of any business, the general nature of which is specified in the notice calling the meeting for any date and time and at any place within Ontario or, in the absence of such determination, at the place where the head office of the Corporation is located. A general meeting of members may also be called by the members as provided in the Corporations Act.

10.3 Notice

Notice of the time, place and date of meetings of members and the general nature of the business to be transacted shall be given at least ten (10) days before the date of the meeting to each member (and in the case of an annual meeting, to the auditor of the Corporation) in the manner specified in section 13.1 of this by-law.

10.4 Waiver of Notice

A member and any other person entitled to attend any meeting of members may, in any manner, waive notice of a meeting of members and, attendance of any such person at a meeting of members shall constitute a waiver of notice of the meeting except where such person attends a meeting for the express purposes of objecting to the transaction of any business on the grounds that the meeting is not lawfully called.

10.5 Omission of Notice

The accidental omission to give notice of any meeting or any irregularity in the notice of any meeting or the non-receipt of any notice by any member or members or by the auditor of the Corporation shall not invalidate any resolution passed or any proceedings taken at any meeting of members.

10.6 Majority of Votes to Govern

Unless otherwise required by the provisions of the Corporations Act or the by-laws of the Corporation, all questions proposed for consideration at a meeting of members shall be determined by a majority of the votes cast by Voting Members. In the case of an equality of votes, the question shall be deemed to have been lost. No Voting Member shall be entitled either in person or by proxy to vote at any meeting of members of the Corporation unless such member has paid all dues or fees, if any, then due and payable.

10.7 Show of Hands

At all meetings of members, every question shall be decided by a show of hands unless otherwise required by a by-law of the Corporation or unless a poll is required by the Chair or requested by any member entitled to vote. Upon a show of hands, every member entitled to vote, or proxyholder for a member entitled to vote, present in person, shall have one vote. Whenever a vote by a show of hands has been taken upon a question, unless a poll is requested, a declaration by the Chair that a resolution has been carried or lost by a particular majority and an entry to that effect in the minutes of the Corporation is conclusive evidence of the fact without proof of the number or proportion of votes recorded in favour of or against the motion.

10.8 Polls

If at any meeting a poll is requested on the election of a Chair or on the question of adjournment, it must be taken forthwith without adjournment. If a poll is requested on any other question, it shall be taken in the manner and either at once or later at the meeting or after adjournment as the Chair directs. The result of a poll shall be deemed to be the resolution of the meeting at which the poll was requested. A request for a poll may be withdrawn at any time prior to the taking of the poll.

10.9 Chair of the Meeting

In the event that:

10.9.1 the Chair of the Board, who is by special resolution of the Corporation entitled or required to act as Chair of the meeting, if any, is absent or unable or unwilling to act;

10.9.2 the President is absent or unable or unwilling to act; and

10.9.3 there is no Vice-President present who is a director and member;

then the persons who are present and entitled to vote shall choose another director as Chair of the meeting. However, if no director is present or if all the directors present decline to take the chair, then the persons who are present and entitled to vote shall choose one of such persons to be Chair.

10.10 Proxies

Votes at meetings of the members may be given either by proxy or by an individual (a "Representative") authorized by the Director of Education of a Voting Member to represent it at meetings of members of the Corporation. At every meeting at which it is entitled to vote, every person appointed by proxy to represent one or more Voting Members and every Representative shall have one vote on a show of hands. Upon a poll and subject to the provisions, if any, of the letters patent of the Corporation, every Voting Member who is represented by a Representative shall have one vote and every person appointed by proxy shall have one vote for each Voting Member who is represented by such proxyholder.

A proxy shall be executed on behalf of the Voting Member by an officer or attorney thereof duly authorized.

Subject to the provisions of the Act and Regulations, a proxy may be in the following form:

The undersigned Voting Member of **ONTARIO MEMBER SCHOOL BOARD CORPORATION** *hereby appoints ..... of ..... or, failing ....., appoints ..... of ..... as the proxy of the undersigned to attend, act and vote on behalf of the undersigned at the ..... meeting of the members of the said Corporation to be held on the ..... day of ....., 19..., and at any adjournment or adjournments thereof in the same manner, to the same extent and with the same power as if the undersigned were present at the said meeting or such adjournment or adjournment thereof.*

DATED the ..... day of ....., 19...

[.....voting member name.....]

_____

signature of authorized signing officer

The directors may from time to time make regulations regarding the lodging of proxies at some place or places other than the place at which a meeting or adjourned meeting of members is to be held and for particulars of such proxies to be sent by any means of prepaid transmitted or recorded communication before the meeting or adjourned meeting of the Corporation or any agent of the Corporation for the purpose of receiving such particulars and providing that proxies so lodged may be voted upon as though the proxies themselves were produced at the meeting or adjourned meeting and votes given in accordance with such regulations shall be valid and shall be counted. The Chair of any meeting of members may, subject to any regulations made as aforesaid, in the Chair's discretion accept any means of prepaid transmitted or recorded communication as to the authority of any person claiming to vote on behalf of

and to represent a member notwithstanding that no proxy conferring such authority has been lodged with the Corporation, and any votes given in accordance with such prepaid transmitted or recorded communication accepted by the Chair of the meeting shall be valid and shall be counted.

10.11 Adjournment

The Chair of any meeting of members may, with the consent of the meeting, adjourn the same from time to time to a fixed time and place, and no notice of such adjournment need be given to the members. Any business may be brought before or dealt with at the original meeting in accordance with the notice calling the same.

10.12 Quorum

A quorum at any meeting of the members (unless a greater number of members and/or proxies are required to be present by the Corporations Act or by the Corporation's letters patent or any other by-law) shall be persons present being not less than five (5) in number and representing in person or by proxy not less than fifty-one (51%) per cent of the Voting Members. No business shall be transacted at any meeting unless the requisite quorum be present at the time of the transaction of such business. If a quorum is not present at the time appointed for a meeting of members or within such reasonable time thereafter as the members present may determine, the persons present and entitled to vote may adjourn the meeting to a fixed time and place but may not transact any other business, and the provisions of section 13.1 with regard to notice shall apply to such adjournment.

11 COMMITTEES

11.1 Standing Committee

There shall be a Nominating Committee at any time there is no Executive Committee, and there may be such other Standing Committees and for such purposes as the Board or the Executive Committee, if any, may determine from time to time by resolution.

11.2 Combined and Inactive Committees

From time to time by resolution, the Board may combine the work of two or more Standing Committees under such name as the Board shall select, and may permit any Standing Committee to be inactive.

11.3 Ad Hoc Committees

There may be such Ad Hoc Committees and for such purposes as the Board or the Executive Committee, if any, may determine from time to time by resolution. The existence of each such Ad Hoc Committee shall be determined automatically upon:

11.3.1 the delivery of its report;

11.3.2 the completion of its assigned task;

11.3.3 a change in the membership of the Board or Executive Committee by which it was constituted;

11.3.4 a resolution to that effect of the Board or Executive Committee by which it was constituted;

whichever occurs first; provided, however that, in the case of termination pursuant to section 11.3.3, the Board or the Executive Committee (as the case may be) may by resolution continue such Ad Hoc Committee.

11.4 Rules Governing Committees

Except as otherwise provided by by-law of the Corporation, all Committees other than the Executive Committee are subject to the following:

11.4.1 the Chair and members shall be appointed by the Executive Committee, if any, otherwise by the Board, from among the members of the Corporation who are qualified to hold office;

11.4.2 at least one member of the Executive Committee, if any, shall be appointed to serve on each Committee;

11.4.3 in addition to the members of a Committee appointed pursuant to section 11.4.1 the Executive Committee, if any, otherwise the Board, may appoint to any Committee, persons who are not members of the Corporation who are qualified to hold office; provided that the total number of such persons shall at all times remain less than one-third of the total number of persons who are members of such Committee;

11.4.4 a member of a Committee shall serve for a term ending at the annual meeting of members following appointment, and is eligible for reappointment for one or more additional terms;

11.4.5 each Committee shall meet at least annually, and more frequently at the will of its Chair or as required by its terms of reference, and as requested by the Executive Committee, if any, otherwise by the Board;

11.4.6 each Committee shall be responsible to and report after each meeting to the Executive Committee (if none, to the Board);

11.4.7 subject to any rules established by the Executive Committee (if none, by the Board), each Committee may establish its own rules or procedure and may appoint subcommittees.

11.5 Nominating Committee

The Nominating Committee, when one exists, shall:

11.5.1 prepare a slate of one or more candidates for each office which will be vacant and for which an election is to be held at or after the annual meeting;

11.5.2 accept any additional written nominations for elected office any time prior to the holding of annual elections, but this does not preclude the Chair of the annual meeting from accepting further nominations from the floor at the time of election;

11.5.3 make recommendations to the Board with respect to names of persons to fill vacancies in office or on the board or on committees that occur throughout the year.

12 VOTING SHARES AND SECURITIES

12.1 Voting Shares and Securities

All of the shares or other securities carrying voting rights of any company or corporation held from time to time by the Corporation may be voted at any and all meetings of shareholders, bondholders, debenture holders or holders of other securities (as the case may be) of such company or corporation and in such manner and by such person or persons as the Board of the Corporation shall from time to time determine. The duly authorized signing officers of the Corporation may also from time to time execute and deliver for and on behalf of the Corporation proxies or arrange for the issuance of voting certificates or other evidence of the right to vote in such names as they may determine without the necessity of a resolution or other action by the Board.

13 NOTICES

13.1 Method of Giving Notices

Any notice (which term includes any communication or document) to be given (which term includes sent, delivered or served) pursuant to the Corporations Act, the Regulations, the letters patent, the by-laws or otherwise, to a member, director, officer, auditor or members of a committee of the Board, shall be sufficiently given if delivered personally to the person to whom it is to be given or if delivered to the recorded address on the books of the Corporation (the "Recorded Address") or if mailed to such person at the Recorded Address by prepaid ordinary mail, or if sent to the Recorded Address by any means of telex, facsimile transmission, electronic mail, or similar form of simultaneous electronic transmission. A notice so delivered shall be deemed to have been given when it is delivered personally or to the Recorded Address as aforesaid; a notice so mailed shall be deemed to have been received by the addressee on the fifth (5th) business day after mailing; and a notice so sent by means of telex, facsimile transmission, electronic mail, or similar form of simultaneous electronic transmission, shall be deemed to have been given when transmitted. The Secretary may change or cause to be changed the Recorded Address of any member, director, officer, auditor or member of a committee of the Board in accordance with any information believed by the Secretary to be reliable.

13.2 Signature of Notices

The signature of any director or officer of the Corporation to any notice or document to be given by the Corporation may be written, stamped, typewritten or printed.

13.3 Computation of Time

In computing the date when notice must be given under any provision requiring a specified number of days' notice of any meeting or other event, the date of giving the notice shall be excluded and the date of the meeting or other event shall be included.

13.4 Omissions and Errors

The accidental omission to give any notice to any member, director, officer or auditor, or the non-receipt of any notice by any member, director, officer or auditor, or any error in any notice not affecting the substance thereof, shall not invalidate any action taken at any meeting held pursuant to such notice if otherwise founded thereon.

13.5 Waiver of Notice

Any member or Representative or duly appointed proxy, director, officer or auditor may waive any notice required to be given and such waiver, whether given before or after the meeting or other event of which notice is required to be given, shall cure any default in giving such notice.

14 EXECUTION OF DOCUMENTS

14.1 Cheques, drafts, notes, etc.

All cheques, drafts or orders for the payment of money and all notes and acceptances and bills of exchange shall be signed by such officers or persons, whether or not officers of the Corporation, being not fewer than two (2) in number, and in such manner as the Board may from time to time designate by resolution.

14.2 Execution of Instruments

Deeds, transfers, assignments, contracts, obligations, certificates and other instruments may be signed on behalf of the Corporation by any two (2) of the directors and officers of the Corporation. In addition, the Board may, from time to time, direct the manner in which and the person or persons by whom any particular instrument or class of instruments may or shall be signed. Any signing officer may affix the corporate seal to any instrument. Any signing officer may certify a copy of any instrument, resolution, by-law or other document of the Corporation to be a true copy thereof.

14.3 Books and Records

The Board shall see that all necessary books and records of the Corporation required by the by-laws of the Corporation or by any applicable statute are regularly and properly kept.

15 BANKING ARRANGEMENTS

15.1 Board Designate Bankers

The Board shall designate, by resolution, the officers and other persons authorized to transact the banking business that the Board has designated as the Corporation's banker, to have the authority set out in the resolution, including, unless otherwise restricted, the power to:

15.1.1 operate the Corporation's accounts with the banker;

15.1.2 make, sign, draw, accept, endorse, negotiate, lodge, deposit or transfer any of the cheques, promissory notes, drafts, acceptances, bills of exchange and orders for the payment of money;

15.1.3 issue receipts for and orders relating to any property of the Corporation;

15.1.4 execute any agreement relating to any banking business and defining the rights and powers of the parties thereto; and

15.1.5 authorize any officer of the banker to do any act or thing on the Corporation's behalf to facilitate the banking business.

15.2 Deposit of Securities

All shares and securities owned by the Corporation shall be deposited for safekeeping with one or more bankers, trust companies or other financial institutions to be selected by the Board. Any and all securities so deposited may be withdrawn, from time to time, only upon the written order of the Corporation signed by such officer or officers, agent or agents of the Corporation, and in such manner as shall from time to time be determined by resolution of the Board, and such authority may be general or confined to specific instances. The institutions which may be so selected as custodians of the Board shall be fully protected in acting in accordance with the deposit or the proceeds thereof.

16 BORROWING BY THE CORPORATION

16.1 Board May Borrow

Subject to the limitations set out in the by-laws or in the letters patent of the Corporation, the Board may:

16.1.1 borrow money on the credit of the Corporation;

16.1.2 issue, sell or pledge securities of the Corporation; or

16.1.3 charge, mortgage, hypothecate or pledge all or any of the real or personal property of the Corporation, including book debts, rights, powers, franchises and undertakings, to secure any securities or any money borrowed, or other debt, or any other obligation or liability of the Corporation;

provided that, except where the Corporation borrows on the security of its real or personal property, its borrowing power shall be limited to borrowing money for current operating expenses.

16.2 Board Authorized Signatories

From time to time, the Board may authorize any director, officer or employee of the Corporation or any other person to make arrangements with reference to the money so borrowed or to be borrowed and as to the terms and conditions of the loan thereof, and as to the security to be given therefor, with power to vary or modify such arrangements, terms and conditions and to give such additional security as the Board may authorize, and generally to manage, transact and settle the borrowing of money by the Corporation.

17 FINANCIAL YEAR

17.1 Year Selected

The financial year of the Corporation shall terminate on the 31st day of December in each year or on such other date as the Board may from time to time by resolution determine.

18 BY-LAWS AND AMENDMENTS

18.1 Enactment

By-laws of the Corporation may be enacted, repealed, amended, altered, added or re-enacted in the manner contemplated in, and subject to the provisions of the Corporations Act.

19 REPEAL OF PRIOR BY-LAWS

19.1 Repeal

Subject to the provisions of sections 19.2 and 19.3 hereof, all prior by-laws, resolutions and other enactments of the Corporation heretofore enacted or made are repealed.

19.2 Exception

the provisions of section 19.1 shall not extend to any by-law or resolution heretofore enacted for the purpose of providing to the Board the power or authority to borrow.

19.3 Proviso

Provided, however, that the repeal of prior by-laws, resolutions and other enactments shall not impair in any way the validity of any act or thing done pursuant to any such repealed by-law, resolution or other enactment.

20 EFFECTIVE DATE

20.1 Effective on Passing

This by-law shall come into force without further formality upon its enactment.

ENACTED by the Board this ..... day of ....., 1996.

President

Secretary

CONFIRMED by a majority of the members on this ..... day of ....., 1996.

Secretary

BACKGROUNDER: OMSBC

ISSUE: 16 boards are expected to consider becoming members in a new non profit corporation focussed on cutting costs and generating revenue. Because the proposal will go to different boards at different times, simultaneous release of information, though preferable, is impossible. A news release has been prepared for boards who want to either pre-release the fact that the decision is to be made, or release after the fact. The following key messages are reflected in these releases, and should be reflected in all comments to media:

- This initiative builds on local success at working cooperatively to cut costs/generate revenue
- No decision has been made on specific activities of the OSMBC
- Directors have been meeting as part of regular information sharing and are now bringing the proposal to each board for approval
- This is a pioneering new initiative to benefit students and communities

Q and A

Q: Is there any liability for the board?
A: No, the board is completely protected from financial or legal liabilities.

Q: What if the government changes board boundaries?
A: There is a specific agreement that the corporation will continue with whatever school board structure exists now, or in the future.

Q: Shouldn't you wait for the province to make a decision about boards?
A: There is money to be saved and now is the time to start saving. We are anxious to start working together to look at new opportunities to help our students and communities through cost-savings and revenue generation.

Q: Why can't you do these activities without a formal corporation? Why do you need another level?
A: The corporation formalizes the relationship, creates a legal framework for our activities, makes it easier to negotiate contracts and protects the individual member boards.

Q: You have said nothing is decided, but what activities could be undertaken?
A: I can't prejudge what we might do. There are many great ideas at each board on ways to raise funds and cut costs. What we need to do is bring those ideas together, identify which ones will work, and prioritize those ideas into an action plan. I hope that will happen by_____.

Q: If you have been meeting since _____, why can't you name the other boards involved? Is there a reason for the secrecy?
A: Each board is considering this proposal at a different time. We agreed, as a courtesy to the boards considering involvement, not to talk about the members until they are confirmed. I'm sure you understand that no board would want someone else discussing their involvement before they had it brought forward for consideration. That's just common sense.

Q: If the directors have been meeting for this long, isn't board approval a "rubber stamp?" Haven't the decisions already been made?
A: All that is happened has been a process that has gone on for years -- a process of directors sharing good ideas. Once it was clear that the discussions were going to produce something more formal it was clear that we each needed to bring the proposal to our trustees for consideration. They will have the final say.

Q: What if they don't approve it?
A: I won't speculate on what the board will or will not do.

Q: Is this whole thing a smokescreen to defend against the criticisms of the government about boards not cooperating or reigning in spending?
A: Let me be clear, this activity pre-dates the government action on school board costs. Local directors and school boards have led the way in developing cooperative ways to save money. This is an extension of those efforts. I think it may be a good model of cooperation for the government to study.

Q: How can you talk of cooperation when you only have public boards involved? Is this a "private club?"
A: This is just the starting point. We have come together as boards with common interests and issues. We certainly hope to welcome other partners into this group once we get up and running.

Q: Can't you accomplish this through other organizations like OPSOA or OPSBA?
A: Those are great organizations but their purposes are different from those of OSMBC. The clear focus of OSMBC is on helping students by cost saving and revenue generation.

Q: If you are looking at joint purchasing, are jobs at stake here in [community name]?
A: I want to be clear that nothing has been decided, and no decision would be made that affected local jobs without the approval of the board.

Q: Could local suppliers suffer if you went to joint purchasing?
A: I can't pre-judge what will happen. After all, one supplier might no longer provide [example] to this board, but would get significant new business through the OSMBC. As boards we have strict purchasing and tendering procedures and we would adhere to these. We would of course be sensitive to local needs. But I do want to say that everyone in our community benefits from a well educated workforce.

MEMBERSHIP OF THE ONTARIO MEMBER SCHOOL BOARD CORPORATION(as of January 31, 1997)

Brant County Board of Education

Dufferin County Board of Education

Elgin county Board of Education

Haldimand Board of Education

Halton Board of Education

Hamilton Board of Education

Lincoln County Board of Education

London Board of Education

Middlesex County Board of Education

Niagara South Board of Education

Norfolk Board of Education

Oxford County Board of Education

Peel Board of Education

Waterloo County Board of Education

Wellington County Board of Education

DATE: 1997 April 08

TO: Chairman and Members
Operations and Finance Committee

FROM: Merv Matier, Interim Director of Education & Secretary

RE: O.M.S.B.C. INITIATIVE -- SCHOOL BUS MESSAGING

REPORT: Decision

BACKGROUND:

In December, 1996, the Operations and Finance Committee approved the participation of the Board of Education for the City of Hamilton as a member of the Ontario Members School Board Corporation. The O.M.S.B.C. provides a cooperative forum to share knowledge and expertise from many school board directors, and to focus on the common goal of supporting student success through cost savings and revenue generation. This non-profit corporation formally links school boards into a powerful force for cooperation.

The new non-profit corporation will:

- support innovative education and training programs which will promote the cause of education and benefit communities;
- make awards to individuals or organizations in recognition of accomplishment in the field of education;
- administer a central buying group for member school boards and investigate and implement revenue generating and cost-saving initiatives.

Until all member boards are determined, no decisions will be made on the specific activities to be undertaken, but directors anxious to see the corporation become a working entity have given the go ahead to pursue a number of areas including purchasing cards, school-bus messaging and banking arrangements.

ISSUE:

To receive Board approval of the concept of school-bus messaging in order the O.M.S.B.C. can determine the level of interest for conducting an in-depth analysis.

RECOMMENDATION:

That the Hamilton Board of Education approve, in principle only, the school-bus messaging concept and that the Director report back to the board, the O.M.S.B.C.'s analysis of its merits and potential financial benefits, prior to any Board decision to participate in the program.

RATIONALE:

School-bus messaging is a concept that has been piloted by the Wellington County Board of Education on 21 board-owned large school buses. Staff indicated no safety concerns, nor significant public complaint and are supportive of the school-bus messaging program. They are presently negotiating with their private contractors to install external advertising on their contracted buses.

- The concept of school-bus messaging being considered requires Board approval of each message in advance of the message appearing on the school bus. All advertisements are to "reinforce the positive value, attitudes and life skills learned by students at home and in the classroom", thereby impacting "social or educational value, and will not drift towards the more commercial messages that appear on Public Transit vehicles".

- Advertising companies will coordinate the contract with School Boards and bus operators, arrange sponsors and collect space fees for advertisements, supply equipment necessary to display the messages to the bus operators, and distribute school boards/bus operators proportion of net revenue

- The role of the school board would be to facilitate the school-bus messaging contract with its bus operators and impart editorial control over the messages.

- One member board estimates a financial return of $1950.00 total annual net revenue per bus in Year one and $2,800.00 in Year two. The Board/bus operators share would be 65% (actual split to be negotiated)

- The O.M.S.B.C. has concluded that the concept of school-bus messaging has merit and should be further analyzed, since it has the potential for revenue generation.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. Kappheim (Chairman); Trustees Bishop, and Mulholland, Mesdames Batey, Bramberger, Burns, Kerr Jaskiewicz, Oommen, Messrs. Bucsis and Must.

Also Present: Mesdames Hutchinson (Hamilton Teachers' Federation) and Collins (Hamilton Principals' Association)

Officials Present: E. Bond (Superintendent of Program) and Dr. J. Tomlinson (Project Team Leader-Special Education)

The Committee recommends:

GENERAL

1. That the Special Education Advisory Committee request that the Board investigate alternatives to acquire an appropriate chair lift suitable for a secondary school to be located at Westmount Secondary School.

Respectfully submitted

Lower Auditorium
1997 03 19

A. KAPPHEIM
Chairman

Hamilton Board of Education
Education Centre
1997 04 08

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip requests be approved:

i. Dalewood, Grade 8 [Camping Trip, Bracebridge, Ont.], 1997 05 07 to 09 (Wednesday to Friday).

ii. G. L. Armstrong, Grade 6 [Camp Wanikita, Haliburton, Ont.], 1997 05 20 to 23 (Tuesday to Friday).

iii. G. L. Armstrong, Grade 8 [Ottawa Trip, Ottawa, Ont.], 1997 05 21 to 23 (Wednesday to Friday).

iv. Hess Street, Grades 1 to 6 [Camp Wanikita, Halibruton, Ont.], 1997 06 16 to 18 (Monday to Wednesday).

v. Linden Park, Grades 2 to 3 [Visit to Children's Museum, London, Ont.], 1997 06 05 (Thursday)

vi. Ryerson, Grade 8 [Camping Trip, Minden Ont.], 1997 05 06 to 09 (Tuesday to Friday).

vii. Viscount Montgomery, Grade 7 [Parliament Buildings, Ottawa, Ont.], 1997 06 23 to 25 (Monday to Wednesday).

viii. Barton, Grades 9 to OAC [Track and Field Meet, London, Ont.], 1997 04 26 (Saturday).

ix. Barton, Grades 9 to OAC [Cheerleading Championships, Kingston, Ont.], 1997 05 02 to 04 (Friday to Sunday).

x. Barton, Grades 9 to OAC [Track and Field Meet, Brockville, Ont.], 1997 05 09 to 10 (Friday to Saturday).

xi. Hill Park, Grades 11 to OAC [Stratford Theatre, Stratford, Ont.], 1997 10 10 (Friday).

xii. Sir Allan MacNab, Grades 6 to 10 [Track Meet, Brockville, Ont.], 1997 05 09 to 10 (Friday to Saturday).

xiii. Westmount, Grades 9 to OAC [Track and Field Meet, Brockville, Ont.], 1997 05 09 to 10 (Friday to Saturday).

Respectfully submitted,

M. Matier
Interim Director of Education
and Secretary

rt

1997 04 08

To: Chairman and Members of the Board
Operations and Finance Committee

From: Senior Management

Re: Request for response from Senior Officials regarding the letter from the Ryckman's Corners School Council (concerns related to twinning)

Report Classification: Decision

Background:

1) In June/96, a plan for twinning six schools was approved to meet the reduction of six principal positions as a result of the 1996 budget deliberations (See chart below from the Twinning report 1996 06 11). The plan contained two phases. The first or interim phase twinned six sites on a temporary basis providing continuity for schools, staff and communities whose principal had been demoted to vice-principal as a result of the reduction of six principal positions. As retirements took place, principals demoted to vice-principal were re-promoted to the position of principal and phase two of the plan was implemented which de-twinned the interim sites and twinned phase two sites. June/97 will see the completion of the second phase of this plan.
2) In the spring/97, an informal review was conducted by the assistant superintendents of schools with twinned administrators in response to issues/concerns which had been expressed.

Phase One: Interim Plan - September/96	
Lisgar	Ryckman's Corners
Peace Memorial	Norwood Park
Hillsdale	Hillcrest
Queensdale	Buchanan Park

Phase Two: Twinning Plan	
Hess	Central (Sept/96)
Earl Kitchener	Allenby (Sept/96)
Ryckman's Corners	Helen Detwiler (future)
Strathcona	G.R. Allan (future)
Queensdale	Linden Park (future)
Fairfield	Lloyd George (future)

Issue:

1) To make recommendations in response to the issues contained in the letter from the Ryckman's School Council.
2) To share with trustees the outcome of the informal review recently conducted with twinned administrators in

response to issues/concerns which had been expressed. Below are some of the issues identified by administrators, staff and parents due to (a) twinning in general, and (b) when both the administrator and the secretary are unable to be in the building:

- **Safety & Security:**
  - un-checked access by strangers
  - monitoring children who had to be removed from class due to illness
  - lack of available personnel to deal with issues / emergencies which may occur in the school
  - assisting teachers with serious discipline outbursts
- **Communication**
  - telephone contact with the school in the case of emergency
  - availability of administration to deal with issues
- **Work Load / Stress**
  - supervision must occur at both sites at peak times (lunchroom, buses)
  - double organizational management (School Councils, reports, staffing, DART meeting, IP&RC meetings, etc.)
  - travel to two sites

3) As part of the review, several solutions were shared and/or generated by administrators for consideration:

- **Short Term**
  - develop a schedule which enables the administrator or the secretary to be present in the school and publish for staff and parents
  - allow the administration at twinned sites to share resources as required
  - combine school councils, DART & IP&RC process as required
  - increase secretarial assistance in twinned schools
  - provide additional release time for the principal assistant
- **Long Term**
  - monitor existing twinned sites and explore alternatives as appropriate/required
  - consolidation of schools

Recommendations:

1) Increase secretarial assistance to 0.7 in three twinned sites.
2) Provide .2 release time to the principal assistant in the two largest twinned sites.

Rationale:

1) Increasing secretarial assistance in three sites by .2 would provide a .7 FTE secretarial resource at five of the twinned sites enabling administrators to schedule office supervision at all times.

School	Existing Secretarial FTE	Proposed Secretarial FTE	Increase	Cost (1997)	Cost (Annual)
Allenby	.5	.7	.2	$4,725.00	$6,753.00
Central	.5	.7	.2	$4,725.00	$6,753.00
Linden	.7	.7	-		
Queensdale	1.0	1.0	-		
Ryckmans	.5	.7	.2	$4,725.00	$6,753.00
Strathcona	.7	.7	-		
Totals			**.6**	**$14,175.00**	**$20,259.00**

2) As a result of rounding up/down (elementary staffing formula), .4 teacher FTE are available and can be assigned to the two largest twinned sites enabling the principal assistant to provide office supervision.

School	Increased teaching staff	Cost
Ryckmans Corners	.2	Within existing resources
Strathcona	.2	Within existing resources

Ryckman's Corners School Council

80 Springside Drive
Hamilton, Ontario
574-3060

February 27, 1997

Mr. Merv Matier, Director of Education and Secretary
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

Referred to Operations and Finance Committee at 1997 03 Board

Dear Mr. Matier:

The parents of Ryckman's Corners School are concerned about the safety of our children while they attend school. The office at the front door is often unattended during the afternoon; allowing people to walk in without being noticed by staff.

This happens because all members of the administrative team are available only part-time. Our secretary works mornings only. We lost our full-time Principal in January to the twinning process and our new Principal and Vice-Principal have to divide their time between Ryckman's Corners School and our twin, Helen Detwiler School.

Our first concern is for our children's safety. When someone walks in through the front door of the school, they have immediate access to both the girls' and boys' washrooms which are also at the front of the school. Someone could walk into our children's washrooms without passing any classroom door. This dangerous situation is unacceptable. We are also concerned about the opportunity that unauthorized persons have to view the records and files in the office. This also is a potentially dangerous situation for some children, and at the very least confidentiality is compromised.

Our administrative team has recognized this problem, and measures have been taken to improve the situation, including the use of teachers in the front office when available. However, there are still times when the front door is unacceptably unattended.

We request that this situation be brought to the attention of the trustees, that the Board of Education consider these matters, and that the secretarial position be increased to a full day, to allow the monitoring of all who enter our school. Your quick response to our concerns would be appreciated.

Sincerely,

Susan A Wilkie

Susan Ann Wilkie, Chairperson
Ryckman's Corners School Council

xc. Geoff Korz, Ward 7 School Trustee
Lillian Orban, Ward 7 School Trustee
Wes Hicks, Ward 8 School Trustee
Janice Wall, Ward 8 School Trustee

1997 04 08

To: The Chairman and Members
Operations and Finance Committee

From: Merv Matier, Interim Director of Education and Secretary

Re: SPRING 1997 STUDENT HEALTH NEEDS ASSESSMENT HAMILTON-WENTWORTH REGIONAL PUBLIC HEALTH DEPARTMENT

Report: Decision

BACKGROUND
The Hamilton-Wentworth Regional Public Health Department has requested our Board's co-operation in conducting a brief survey among high school students relative to tobacco use and substance abuse.

The Health Department would like to administer the questionnaire during the Regional Public Health Department's April 1997 Hepatitis B Immunization clinics to students from selected secondary schools.

The Health Department has assured us that results of the questionnaire will be completely confidential. Only members of the team will see the data on the analysis and all questionnaires will be destroyed after they have been entered into a statistical program. The analysis will not identify any one school and only aggregate data will be reported.

ISSUE
To obtain Board approval for the Hamilton-Wentworth Regional Public Health Department to conduct the survey as described under "Background".

RECOMMENDATION
That the Hamilton Board of Education grant approval to the Hamilton-Wentworth Regional Public Health Department to administer a questionnaire on tobacco use and substance abuse to students from selected secondary schools.

RATIONALE
The goal of the Hamilton-Wentworth Regional Public Health Department is to counteract the upward trend towards tobacco use and substance abuse among our youth. The proposed questionnaire will provide the most recent and up-to-date statistics about our region's youth and will be vital in the planning and implementation of new interventions.

See Appendix A re the Spring 1997 Student Health Needs Assessment.

Spring 1997 Student Health Needs Assessment

In order for the Regional Public Health Department to understand your needs and plan programs relating to tobacco, alcohol and cannabis use among youth, please take the time to read each question carefully and answer as honestly as you can. The information you give will be kept completely secret and confidential. No one in your school will see the information. This is anonymous so please do not put your name on the page, and hand it to the Public Health Nurse when you are done.

WE DO NOT ASSUME THAT STUDENTS WHO ANSWER THESE QUESTIONS HAVE EVER USED THESE SUBSTANCES.

Gender: (check) M ☐ F ☐ Age: _____

Section A: Questions About Tobacco (ie. cigarettes)

1. **In the last 12 months**, how often did you use tobacco? **(check only one)**

1 ☐ I have never used tobacco in my lifetime
2 ☐ I have used tobacco but not in the last 12 months
3 ☐ I tried one cigarette in the last 12 months
4 ☐ I had less than 1 cigarette a day in the last 12 months
5 ☐ I had 1 or 2 cigarettes a day in the last 12 months
6 ☐ I had 3 to 5 cigarettes a day in the last 12 months
7 ☐ I had 6 to 10 cigarettes a day in the last 12 months
8 ☐ I had 11 to 15 cigarettes a day in the last 12 months
9 ☐ I had 16 to 20 cigarettes a day in the last 12 months
10 ☐ I had more than 20 cigarettes a day in the last 12 months

2. **At the present time**, do you smoke every day, occasionally (sometimes), or not at all ? **(check one only)**

1 ☐ Everyday
☐ Occasionally/Sometimes
3 ☐ Not At all **(Go to Section B)**
4 ☐ I have never smoked **(Go to Section B)**

3. How old were you when you **smoked your first whole cigarette? (check one only)**

1 ☐ Less than 5 years old
2 ☐ 5 to 6 years old
3 ☐ 7 to 8 years old
4 ☐ 9 to 10 years old
5 ☐ 11 to 12 years old
6 ☐ 13 to 14 years old
7 ☐ 15 to 16 years old
8 ☐ 17 to 18 years old
9 ☐ I have never smoked a whole cigarette

4. How do you **usually** get your cigarettes? (check one only)

1 ☐ I buy them
2 ☐ Someone buys them for me
3 ☐ I buy them from my friends
4 ☐ I get them from home
5 ☐ Other

5. <u>If you buy your own cigarettes</u>, **where do you most often buy them**? (check one only)

1 ☐ Convenience store (e.g., Seven Eleven)
2 ☐ Gas station
3 ☐ Grocery store/supermarket
4 ☐ Restaurant/diner/cafeteria
5 ☐ Friend or another person
6 ☐ Other
7 ☐ I do not buy cigarettes

Section B: Questions About Alcohol

1. **In the last 12 months**, how often have you used **alcohol** -- liquor (rum, whisky, etc.), wine or beer? **(check one only)**

1 ☐ I have never drunk alcohol in my lifetime
2 ☐ I have drunk alcohol but not in the last 12 months
3 ☐ I only drank at special events (for example, Christmas or at weddings) in the last 12 months
4 ☐ I have had a sip of alcohol to see what it is like in the last 12 months
5 ☐ I drank alcohol once a month or less often in the last 12 months
6 ☐ I drank alcohol about two or three times a month in the last 12 months
7 ☐ I drank alcohol about once a week in the last 12 months
8 ☐ I drank alcohol about two or three times a week in the last 12 months
9 ☐ I drank alcohol about four or five times a week in the last 12 months
10 ☐ I drank alcohol almost every day - six or seven times a week in the last 12 months

Section C: Questions About Cannabis

1. **In the last 12 months**, how often did you use **cannabis** (also known as Marijuana, Grass, Pot, Hashish, Hash, Hash Oil)? **(check one only)**

1 ☐ I do not know what cannabis is
2 ☐ I have never used cannabis in my lifetime
3 ☐ I have used cannabis in my lifetime
4 ☐ I have used cannabis but not in the last 12 months
5 ☐ I used cannabis 1 or 2 times in the last 12 months
6 ☐ I used cannabis 3 to 5 times in the last 12 months
7 ☐ I used cannabis 6 to 9 times in the last 12 months
8 ☐ I used cannabis 10 to 19 times in the last 12 months
9 ☐ I used cannabis 20 to 39 times in the last 12 months
10 ☐ I used cannabis 40 or more times in the last 12 months

Section D: Other Questions

1. Have you ever been to a party where you or your friends have driven after drinking?

1 ☐ I have never been to a party 2 ☐ Yes 3 ☐ No

2. Have you ever attended a rave/bush/field party?

1 ☐ Yes 2☐ No

Thank you!

ANAPHYLAXIS IN SCHOOLS

INTRODUCTION:

Two deaths due to severe peanut allergy in Ontario during the summer of 1994 has heightened the public's awareness regarding the potential consequences of anaphylaxis.

Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body. The most dangerous are breathing difficulties and a drop in blood pressure or shock which are potentially fatal. Common examples of potentially life threatening allergies are to food and insects. Life threatening allergic reactions may also occur to medications, exercise and latex rubber.

The estimated risk of anaphylaxis in the general population is 1% to 2% for insect stings and foods. Approximately 50 anaphylactic insect sting deaths and 100 food related deaths are recognized each year in the U. S. A.

IDENTIFYING THE PROBLEM:

The diagnosis of allergy with a risk of anaphylactic reactions is based on the history and confirmed with appropriate skin and blood tests done be specially trained allergy physicians.

Schools should develop a system of identifying children with life threatening allergies in order to prevent anaphylactic reactions.

ALL Staff members involved with the child's care must be instructed as to the potentially severe nature and proper treatment of the allergic problem. Review of this information should occur prior to the new school year or special activities (i.e. school trips). Any questions and possible treatment changes should then be addressed.

ALL teachers (including substitute and part-time teachers) and all personnel having responsibility for the care of children must be aware of those students who may require epinephrine treatment. Aids could include identification sheets with the child's name, photograph, specific allergy, warning signs of reaction and emergency treatment. This information should be readily available and reviewed by all care givers.

Every child should have their own epinephrine injection device labelled by name and expiry date.

AVOIDANCE STRATEGIES:

Avoidance of a specific allergen is the cornerstone of management in preventing anaphylaxis.

Schools should develop a system of identifying children with life-threatening allergies in order to provide appropriate medical treatment.

All Staff members involved with the child's care must be instructed in the potentially severe nature and proper treatment of the allergic problem. Reviews of this information should occur prior to the new school year or upon special circumstances (i.e. school trips). Any operational procedure treatment changes should then be addressed.

All teachers (including substitute and part-time teachers) are all personally responsible for the care of children most at risk of their allergens, who may require emergency treatment. This should include identification of cards with the child's name, photo, allergy, warning signs of reaction and emergency treatment. This information should be readily available and reviewed by all staff members.

Schools could also have their own emergency injection devices labelled by name and expiry date.

AVOIDANCE STRATEGIES

Avoidance of a specific allergen is the cornerstone of management in preventing anaphylaxis.

FOOD AVOIDANCE:

The foods which commonly produce allergic problems are milk soy. egg, wheat, fish, shellfish, peanut and tree mite. Reactions to peanut, nut and shellfish tend to continue to be a life long problem and are usually more severe than are allergic responses to other foods.

It is impractical to achieve complete avoidance of all allergenic foods as there can be a hidden or accidentally introduced source. However, it is definitely possible to reduce children's exposure to allergenic foods within the school setting.

We, therefore, feel that education and supervision are also paramount in dealing with issues regarding food allergies. Guidelines for children should include:

There should be no trading and sharing of foods, food utensils and food containers.

All food allergic children should only eat lunches and snacks that have been prepared at home.

Handwashing is encouraged before and after eating.

Surfaces such as tables, toys, etc. should be washed clean of contaminating foods.

The use of food in crafts and cooking classes may need to be restricted.

IT SHOULD BE STRESSED THAT MINUTE AMOUNTS OF CERTAIN FOODS, LIKE PEANUT, WHEN INGESTED CAN BE LIFE THREATENING.

Several children have had skin rashes and stomach upsets just from simply contacting residual peanut butter on tables wiped clean of visible material. The contents of food served in school cafeterias and brought in for special events should clearly be identified. Terms that are not readily helpful such as casein, livetin or hydrolyzed vegetable protein, indicating the presence of milk, egg or peanut respectively need to be taught to personnel handling such foods.

Food personnel should also be instructed about measures necessary to prevent cross contamination during the handling, preparation and serving of food.

PEANUT AVOIDANCE:

Peanut allergies require more stringent management plans. They are one of the most common food allergies and the leading cause of food induced anaphylaxis. Reactions to peanuts are often more severe than to other foods such as milk and eggs.

Exposure to peanut is extensive in North America. Statistics for 1991 estimate that almost five billion pounds were consumed in the U.S.A. This is equivalent to seven pounds per year for each American citizen. Canadian estimates are presumed to be comparable.

IN VIEW OF THE NATURE OF PEANUT ALLERGIES WE THEREFORE RECOMMEND THESE STRONG INITIATIVES TO CONTROL PEANUT EXPOSURE IN THE SCHOOLS BE INSTITUTED.

1) In the nursery, day care setting and earlier public school grades where there are peanut allergic children. NO PEANUTS, peanut butter or peanut containing foods should be allowed since it is extremely difficult to avoid accidental ingestion. It should be recognized that this will reduce but not eliminate the risk of accidental exposure.

2) In the higher public school grades and high schools complete avoidance policies while desirable, may be impractical. If there are common eating areas, no peanut foods should be allowed if there are peanut allergic children. Allergy free classrooms may need to be instituted when appropriate. At the same time it is important not to isolate or segregate those children with such allergies from their peers. Public education of the dangers of peanut allergies and requests for cooperation restricting peanuts use at school are important.

3) Education of all teachers, staff and students regarding food allergies and in particular peanuts and nuts should be incorporated into first aid courses.

4) Foods served by the school / nursery / day care for snacks, special programs etc. should omit peanuts and other nuts, if peanut allergic individuals are present.

TREATMENT STRATEGIES:

Accidental food ingestion can occur despite avoidance measures. Treatment must be

immediately be available for these emergency situations.

Staff and students should be educated to understand and treat anaphylaxis.

EPINEPHRINE is the only drug which should be used in the Emergency management of a child having a potentially life threatening allergic reaction Epinephrine must be kept in locations which are easily accessible and not in locked cupboards or drawers. These locations should be known to all staff members.

Back-up epinephrine should be available in other school areas such as gyms, assembly rooms, cafeterias, school yards, school buses, etc.

All students regardless of whether or not they are capable of epinephrine self administration will still require the help of others because the severity of the reaction may hamper their attempts to inject themselves. Adult supervision is mandatory.

All individuals entrusted with the care of children need to have familiarity with basic first aid and resuscitation techniques. This should include additional formal training on how to use epinephrine auto-injection devices. Policies for treating anaphylaxis should be implemented.

A potential barrier to the use of epinephrine is the fear of litigation. Common law protects the care givers in life threatening situations when they provide assistance in a reasonable and acceptable manner.

immediately be available for these emergency situations.

Staff and members should be educated to understand this particular hazard.

EQUIPMENT: It is the job description should be used in the emergency situation and should survive a minimally life threatening effect. Equipment must be kept in location which are easily accessible and not in locked cupboards or drawers. These locations should be known to all staff members.

Back-up equipment should be available in other action areas such as gym, swimming rooms, cafeteria, school yards, school buses, etc.

All students regardless of weight or not they are capable of participation and adaptations will and require the help of aids to become the activity of the session that involves their capacity to participate. Adult supervision is mandatory.

All individuals endorsed with the care of children needing have familiarity with basic first aid and resuscitation techniques. This would include additional formal training on the - to use epinephrine auto-injector devices. Indices for treating anaphylaxis should be implemented.

A potential barrier to the use of equipment is the fear of litigation. Common law provides the care given in life threatening situations where they provide assistance - a reasonable and acceptable manner.

USE OF EPINEPHRINE:

There are no contraindications to the use of epinephrine for a life threatening allergic reaction.

Epinephrine must be administered as early as possible after the onset of symptoms of severe allergic response. In situations where there has been a history of a severe cardiovascular collapse to an allergen, the physician may advocate that epinephrine be administered immediately after ingestion of the offending food and before any reaction has begun. All individuals receiving emergency epinephrine must immediately be transported to hospital. Therefore, 911 should be called at the same time that epinephrine is being administered.

Additional epinephrine must be available during transport.

COMMON SYMPTOMS AND SIGNS OF ALLERGIC REACTIONS may be a combination of any of the following:

Hives, itching (of any part of the body), swelling (of any body parts), red watery eyes, runny nose, vomiting, diarrhea, stomach cramps, change of voice, coughing, wheezing, throat tightening or closure, difficulty swallowing, difficulty breathing, sense of doom, dizziness, fainting or loss of consciousness, change of colour.

OTHER LIFE THREATENING ALLERGIES:

In addition to peanut allergy, some children in the school setting may have life threatening allergies to a number of other allergies.

The approach to these children is similar to that outlined for peanut allergy. Care of these children should be individualized based on discussions between the parent, the allergy specialist and the school.

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1997 05 06

Confirmation of the minutes of the special meeting of 1997 04 10.

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Verbal Response from the Officials to the Presentation by Dr. Lalli re Anaphylaxis in Schools

NEW BUSINESS:

1. 1996 Annual Audited Financial Statements for the Board of Education for the City of Hamilton — **Page 1** **See Separate Package**

2. 1996 Annual Audited Financial Statements of the Board of Education for the City of Hamilton Foundation — **Page 2** **See Separate Package**

3. 1997 - 98 School Year Calendar — **Pages 3 to 10**

4. Update - Tender for Renovation - Phase 3 of Glendale Secondary School — **Pages 11 to 12**

5. Re-location of French as a First Language - requested by Trustee Stewart

6. Budget Process - requested by Trustee Bishop — **Page 13**

7. Report of the Safe Schools Committee — **Page 14**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Alternate Model to deliver Junior Kindergarten Program - requested by Trustee Hicks

NEW BUSINESS:

1. Recommendations of the Director of Education and Secretary — **Page 15**

2. Letters from: (a) Strathcona School Council re decrease in secretarial assignment - requested by Trustee Hill

   (b) Neil F. Sharpe re decrease in secretarial and principalship assignments at Strathcona School -requested by Trustee Hill — **Pages 16 to 19**

3. Report regarding the Student Services Model (referred from the Program Committee 1997 05 01) — **Pages 20 to 45**

TO: The Chairman and Members of
Operations and Finance Committee
1997 - 05 - 06

FROM: Lucy Veerman, Acting Senior Financial Officer and Treasurer

PREPARED BY: Irene Polidori, Manager, Financial Services

RE: 1996 Annual Audited Financial Statements
for The Board of Education for the City of Hamilton

REPORT: Information/Decision

BACKGROUND

The financial statements for The Board of Education for the City of Hamilton for the year ended December 31,1996 were prepared by the Financial Services Department. The statements were audited by MacGillivray Partners, Chartered Accountants, the auditors appointed by the Board of Trustees.

Section 234 of the Education Act prescribes the publication and filing of the financial statements as well as the appointment of auditors.

ISSUE:

To review with the Trustees the 1996 Annual Audited Financial Statements for The Board of Education for the City of Hamilton.

RECOMMENDATION:

That the 1996 Annual Audited Financial Statements of The Board of Education for the City of Hamilton be approved.

ENCLOSURE:

The 1996 Annual Audited Financial Statements of The Board of Education for the City of Hamilton.

TO: The Chairman and Members of
Operations and Finance Committee
1997 - 05 - 06

FROM: Lucy Veerman, Acting Senior Financial Officer and Treasurer

PREPARED BY: Irene Polidori, Manager, Financial Services

RE: 1996 Annual Audited Financial Statements
for The Board of Education for the City of Hamilton Foundation

REPORT: Information

BACKGROUND

The financial statements for The Board of Education for the City of Hamilton Foundation for the year ended December 31,1996 were prepared by the Financial Services Department. The statements were audited by MacGillivray Partners, Chartered Accountants, the auditors appointed by the Directors of the Foundation.

ISSUE:

To present to the Trustees the 1996 Annual Audited Financial Statements for The Board of Education for the City of Hamilton Foundation, for information.

RECOMMENDATION:

That the 1996 Annual Audited Financial Statements of The Board of Education for the City of Hamilton Foundation be received for information.

ENCLOSURE:

The 1996 Annual Audited Financial Statements of The Board of Education for the City of Hamilton Foundation.

Date: 1997 05 06

To: Chairman and Members
Operations and Finance Committee

From: School Year Calendar Committee

Re: 1997 - 98 School Year Calendar

Report: Information/Decision

Background

The School Year Calendar Committee convened initially 1997 04 02 to prepare 1997-98 School Year Calendars. The Committee made a number of recommendations dealing with the following: the number of instructional days in the school year, the first and last days of the school year, the first day of semester II and the placement of Professional Activity Days. (Appendix I)

The School Year Calendar Committee was comprised of the following members:

Susan Andres	School Council Chair, Highview
Dale Brown	School Council Chair, Earl Kitchener
Frank Cooke	Superintendent of Schools
Margaret Cunningham	Chairman of the Board
Kathryn Ewers	School Council Co-Chair, W. H. Ballard
Eleanor Johnstone	Trustee
Pat Loney	O.S.S.T.F.
Anne McNeill	H.W.T.A.
Susan Penrose	School Council Chair, Westmount
Lee Swan	H.S.S.P.C.
Janice Wall	Trustee
Kathy Watters	H.P.A.
Joyce Whittle	O.P.S.T.F.

The composition of the committee was designed to reflect community, trustee, federation, school administrators and Central Office interests.

The Ministry memorandum from Mariette Carrier-Fraser, Assistant Deputy Ministry, Elementary, Secondary, Post Secondary Operations and French Language Education (Appendix II) served as the basis for establishing the opening and closing dates for the school year, the number of instructional days and the number of Professional Activity Days.

Wherever possible, in order to maximize savings, the dates of Professional Activity days for elementary and secondary schools have been aligned. As well, wherever possible, attempts have been made to align these dates with those selected by the Hamilton-Wentworth Roman Catholic Separate School Board and The Wentworth County Board of Education.

Letters from community groups bringing to the Committees' attention special days and events were considered and where possible requests were accommodated.

Directions were given to secondary school administrators regarding a reduction in the traditional number of evaluation days and their appropriate use and assurances were received as to the appropriateness of the scheduling.

Issue

To determine Board approval for the proposed 1997-98 School Year Calendar.

Recommendation

That the 1997-98 School Year Calendars be approved

Rationale

Appendix I	Focus for Professional Activity Days
Appendix II	Ministry of Education and Training Memo
Appendix III	Proposed 1997-98 School Year Calendar

School Year Calendar 1997-98

Focus for Professional Activity Days

Professional Activity Days are included in the 1997-98 school year calendar to enable teachers to focus on a number of organizational and program interests.

The Professional Activity Days provide opportunities for the development and implementation of the School Plan. As well, they provide opportunities for junior, middle and secondary school staff to work together in the implementation of program initiatives.

The knowledge and skills acquired by principals and teachers through Professional Activity Days support the implementation of the initiatives delineated in the School Plan. Professional Activity Days provide an opportunity for staff to review and revise the School Plans, thereby ensuring that effective program and services are delivered.

The Common System-Wide Professional Activity Day provides teachers, clerical, custodial and educational assistant staff, opportunities to participate in a variety of staff development programs.

Elementary interview days provide opportunities for face-to-face sharing of information with parents/guardians regarding student progress and planning for future programming and placement.

The HTF, OSSTF and AEFO Professional Activity Days enable principals and teachers to keep abreast of policy developments and program initiatives that impact on professional performance, school organization and the effective delivery of programs and services to students in the classroom.

Turnaround days in secondary schools take place at the end of semester. Activities include report preparation, credit granting and promotion meetings. Decisions are made regarding the placement of exceptional students. Registrations are completed and adjustments are made in student timetables. Textbooks are returned and reissued for the second semester. Opportunities are available for adjustments to be made to the School Plan.

Year End Professional Activity Days in elementary and secondary schools focus on administrative matters related to planning, placements, promotions, reporting and commencement. School committees meet to evaluate school policies such as the discipline code, health and safety procedures etc. Divisional teams and department members meet to review and revise curriculum materials and assessment practices. Administrators complete individual teacher evaluation.

School Year Calendar 1997-98

General Outline of Proposed Activities

Elementary

September	In-School Planning/Interface	Friday, September 26
November	Interviews	Monday, November 10
December	In-School Planning	Friday, December 5
January	Interviews/Interface	Friday, January 30
February	Program Day	Friday, February 27
March	Interviews / In-School Planning	Friday, March 27
May	Federation Day	Monday, May 1
June	Interviews	Friday, June 5
June	In-School Planning	Friday, June 26

School Year Calendar 1997-98

General Outline of Proposed Activities

Secondary

		Teaching Days	Evaluation Days	P.A. Days	Total School Days
Semester I -	Begins September 2 Ends January 30	88	7	3	98
Semester II -	Begins February 2 Ends June 26	83	8	6	97
	TOTAL	186 Instructional Days		9	195

* * * * * * *

September	In-school Planning/Interface	Friday, September 26
January	Turnaround/Interface	Thursday & Friday, January 29 & 30
February	Program Day	Friday, February 27
May	Federation Day	Friday, May1
June	Year End	Between Tuesday, June 23 & Friday, June 26

Appendix II

Ministry of Education and Training

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation et de la Formation

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Ontario

MEMORANDUM TO: Directors of Education

FROM: Mariette Carrier-Fraser
Assistant Deputy Minister

DATE: February 21, 1997

SUBJECT: **School Year Calendar 1997-98**

I am pleased to enclose several copies of the 1997-98 forms for the annual preparation of school calendars. School boards are requested to submit their school year calendars to Teresa Gonzalez, Director, Operations and Field Services Branch, Ministry of Education and Training, 17th Floor, Mowat Block, 900 Bay Street, Toronto ON M7A 1L2.

In preparing your submission, please be advised of the following:

School boards are to submit their school year calendars and requests for modified school year calendars as they have in the past. However, school boards are encouraged to consult with the school board(s)/sections with which they will be amalgamated in January 1998, if current proposals are implemented as announced by the Minister on January 13, 1997.

1. Regulation 304 provides that school boards are required to prepare, adopt and submit to the Minister on or before the first day of May, the school year calendar(s) to be followed in the schools in their jurisdiction for the subsequent school year.

2. Subsection 5(1) of the regulation provides that where a school board wishes to adopt a school year calendar that is different from the requirements in section 2 of the regulation, the board shall, on or before the first day of March preceding the school year, submit the proposed calendar to the Minister for approval.

.../2

Ontario
Ministry of Education and Training

School Year Calendar 1997 - 98

[X] Elementary [ ] Secondary

School Board: BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School: ALL ELEMENTARY SCHOOLS

Approved by (Signature of Board Officer)

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ⧄ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T		M	T	W	T	F
September	1	20	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
				H																			PA					
October	0	22	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H														
November	1	19	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
									PA																			
December	1	14	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
								PA											H	H	H	H	H	H	H	H		
January	1	19	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
							H	H																				PA
February	1	19	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
																							PA					
March	1	16	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
														H	H	H	H	H					PA					
April	0	20	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
													H	H														
May	1	19	0					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								PA											H									
June	2	18	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
								PA															PA					
Total	9	186	0																									

Note: The Regular School Year Calendar 1997-98 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

S3-0997 (Revised 02/97)

Ontario
Ministry of Education and Training

School Year Calendar 1997 - 98

☐ Elementary ☒ Secondary

School Board	
BOARD OF EDUCATION FOR THE CITY OF HAMILTON	
School	
ALL SECONDARY SCHOOLS	
Approved by (Signature of Board Officer)	

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T		M	T	W	T	F
September	1	20	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
				H																			PA					
October	0	22	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H														
November	0	17	3	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
							E	E	E																			
December	0	15	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
																			H	H	H	H	H	H	H	H		
January	2	14	4				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
							H	H															E	E	E	E	PA	PA
February	1	19	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
																							PA					
March	0	17	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
														H	H	H	H	H										
April	0	17	3			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
										E	E	E	H	H														
May	1	19	0					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								PA											H									
June	4	11	5	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
															E	E	E	E	E	PA	PA	PA	PA					
Total	9	171	15																									

Note: The Regular School Year Calendar 1997-98 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

1997 (Revised 02/97)

1997 05 06

THIS TENDER DOES NOT CLOSE UNTIL MAY 8, 1997. THE REPORT WITHOUT THE RESULTS IS PROVIDED . A SPECIAL OPERATIONS & FINANCE MEETING PRIOR TO THE BOARD MEETING OF MAY 15, 1997 IS REQUESTED.

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative and Operational Services**
D. O'Connor, Manager Design Services
I. Polidori, Manager Financial Services

RE: **Approval of Tender for Renovation - Phase 3 of Glendale Secondary School**

REPORT: **Decision**

BACKGROUND :

1. As part of the 1993 Accommodation Report the Board approved at an estimated cost of $1,550,000, the Phase 1 Renovations of Glendale Secondary School, commencing in 1995 . Phase 2 of this renovation was completed in the Fall of 1996 at an estimated cost of $ 2,120,000.
2. Approval to proceed to tender for Phase 3 at an estimated cost of $ 1,500,000 was approved in January 1997 with the Update Report of Accommodation.
3. Working drawings, a prequalification process and the tender stage have been completed. In order to proceed with the renovation, approval to award a contract is required.

ISSUE:

To obtain approval to award a contract for the Renovation - Phase 3 of Glendale Secondary School, commencing May, 1997.

RECOMMENDATIONS :

1. That a contract be awarded to . in the amount of $.
2. That funds for this project be provided in the amount of $.
3. In accordance with Ontario Regulations 265/94, the Senior Financial Officer and Treasurer has updated the Debt and Financial Limit Obligation of the Board, using current interest rates, and has determined that the estimated annual amount payable in each year in respect of the Glendale Secondary School Renovation Phase III, would not cause the Board to exceed the updated Limit.

   That pursuant to the provisions of Part IX, Section 235, subsection 1, of the Education Act, the Senior Financial Officer and Treasurer be authorized to make application for necessary funds for this project to be raised by the sale of debentures of the said Regional Municipality of Hamilton-Wentworth with repayment term not to exceed twenty(20) years and that the appropriate By-Law for the said purpose to be passed by the Council of said Regional Municipality.

RATIONALE :

Working drawings were completed and tenders were advertised for this project. The Board is subsequently in receipt of the following bids :

GENERAL CONTRACTOR	BASE BID $	GST $	TOTAL $
Bestco Construction Corp.			
Brouwer Construction			
Demik Construction Ltd.			
Derbtile			
G.S. Wark Ltd.			
H. Schilthuis & Sons Ltd.			
Martin-Stewart Contracting Ltd.			
Porteous-Hardcastle Ltd.			
STF Construction Ltd.			

The acceptable low bid for this project was submitted by .

.

The final budget is as follows.

	AMOUNT $ (INCL. GST AND REBATE)
Contract	
Permit & Contingency	
Architects & Consulting Engineers fees	
Asbestos Abatement	
Debenture Costs	
TOTAL BUDGET	

BUDGET PROCESS -- requested by Trustee Bishop

RECOMMENDATIONS:

1 That monthly reports be brought to Operations and Finance showing updates on the spending by line and superintendent, as is currently sent monthly by the finance department to all superintendents.

2. That changing the lines in a superintendent's budget occur only with the approval of the Board.

3. That the Superintendent of Administrative and Operational Services provide a quarterly report to the Board on major projects (eg Queen Mary, Hill Park, roofs, Boilers etc) showing budget, tender and actuals.

4. That other ways to make the budget process more accountable, transparent, and a credible planning tool, be explored with trustees and senior management.

REPORT OF THE SAFE SCHOOLS COMMITTEE

Present: Trustees Stewart (Chairman), Hill, Johnstone and Cunningham.

Official Present: M. Quinn (Superintendent of Schools).

The Committee recommends:

GENERAL

1. That the recommendation in the Report of the Officials at an Expulsion Hearing reflect the Board's position relative to its Zero Tolerance to Violence and Expulsion Policies and that the report be required to identify the category under the Zero Tolerance Policy which the recommendation is being brought.

2. Whereas the Ministry of Education and Training guidelines do not exempt students from the Zero Tolerance to Violence Policy or the Expulsion Policy on the basis of academic standing, it is recommended that the Report of the Officials at an Expulsion Hearing not include the academic background of the student.

3. That, in appropriate circumstances, the Board may determine that the time served under suspension prior to expulsion may be counted as part of the six-month waiting period outlined under the Board's Readmission policy.

Respectfully submitted

Committee Room
1997 04 24

R. STEWART
Chairman

Hamilton Board of Education
Education Centre
1997 05 06

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip requests be approved:

i. Dalewood, Grade 6 [Canterbury Hills, Ancaster, Ont], 1997 05 26 to 27 (Monday to Tuesday)

ii. Dalewood, Grade 6 [Canterbury Hills, Ancaster, Ont], 1997 05 27 to 28 (Tuesday to Wednesday)

iii. Highview, Grade 8 [Kilcoo Camp, Minden, Ont], 1997 05 27 to 31 (Tuesday to Saturday)

iv. Norwood Park, Grade 8 [Canterbury Hills, Ancaster, Ont.], 1997 05 20 to 21 (Tuesday to Wednesday)

v. Westview, Grade 8 [History/Science Trip, Ottawa, Ont.], 1997 06 10 to 13 (Tuesday to Friday)

vi. Woodward, Grades 1 to 4 [Toronto Zoo, Toronto, Ont.], 1997 06 19 (Thursday)

vii. Westmount, Grades 9 to OAC [Stratford Theatre, Stratford, Ont.], 1997 10 01 (Wednesday)

Respectfully submitted,

M. Matier
Interim Director of Education
and Secretary

sr

Ms. Sandy Hill
Chair of Operations and Finance
Hamilton Board of Education
Hamilton, Ontario.

April 3, 1997.

Dear Ms. Hill,

The Strathcona School community has recently been informed of the decision by the Hamilton Board of Education to decrease the hours of the Strathcona School secretary from a full time to a 0.7 full time equivalent secretary.

This decision has been met with great concern by the Strathcona School Council. The school has recently undergone many changes in staff including the twinning of the school and the loss of a full time principal. Mrs. Paula Salmon, the current Strathcona School secretary is a great asset to the school. The value of her **consistent presence and knowledge** is immeasurable.

It is the opinion of the Strathcona School Council that the safety of our children will be compromised without the presence of a full time secretary. The loss of a full time principal has increased this need. **We have had a number of violent incidents during the past year, and the secretary has been required to notify the police and provide assistance. The failure of the Board of Education to ensure a full time secretary or principal to deal with these matters may create legal difficulties.**

Although we were pleased to hear that the planned transfer has been delayed until December 31, 1997, we are requesting that you reconsider the decision with special consideration given to schools such as Strathcona who no longer have a full time principal.

If you wish to discuss this matter further please contact Gillian Berney, Council Chair at 521-7581(work) or 523-5541 (home).

We look forward to your response to this matter.

Sincerely,

G. Berney for
Strathcona School Council

cc. Judith Bishop, Trustee
Brian Gage, Trustee
S. Thompson, Superintendent

Human Genome Consulting Group

Law, Legislation & Policy, Genetic Counselling

Neil F. Sharpe
B.A.(Hons.), L.L.B., L.L.M. (Med Genetics)
Counsel

117 Inchbury St.
Hamilton, Ontario L8R 3B7
1-905-529-2036

April 10, 1997

Ms. Sandy Hill

Chair of Operations and Finance

Hamilton Board of Education

100 Main Street West

Hamilton, Ontario

L8N 3L1

Re: Strathcona Public School

Dear Ms. Hill:

Although I am a member of the Strathcona School Council, I wish to advise that the following comments represent my personal concerns, and do not reflect the opinions of the Council or any of its members.

Before I became involved with medical genetics and matters of medical negligence, I served fifteen years as a trial lawyer, and focused primarily on matters of liability where an individual or organization has committed, by commission or omission, a breach of a duty of care with resulting harm or injury.

The Hamilton Board of Education has a duty of care to provide a safe school environment, and to undertake all *reasonable steps* to warn of, and to guard against, harm occurring to any of its students and teachers.

During the past two years, Strathcona School has witnessed a series of "violent incidents" (as defined by the Board of Education) which have required police

2/

intervention. We have been fortunate to have a full time secretary and Principal who have been in attendance to minimize the risk of harm and injury to others.

I have now been advised that Strathcona School:

a) will not have a full time secretary;

b) will not have a full time Principal, Vice-Principal, or Administrator;

c) and, that although the new Principal and Vice-Principal for George Allan will be responsible, in part, for Strathcona School, due to the necessity of becoming familiar with the programs and staff of George Allan, both individuals will have to spend a significant amount of time at George Allan.

Therefore, we now have the distinct probability that a violent incident could occur at Strathcona School, and individuals who, in the past, have intervened, may not be present thereby increasing the risk of harm and injury to children and the teaching staff.

It is my concern that given the unfortunate history of violent incidents at Strathcona Public School, the failure of the Hamilton Board of Education to ensure that a properly qualified individual is in <u>full time</u> attendance at Strathcona School, could give rise to a cause of action for negligence, the plantiff's argument being that the Hamilton Board of Education failed to take reasonable precautions to protect its staff and students from a known danger with resulting harm and injury.

If this were to occur, any cost savings in personnel reduction would be quickly lost due to the costs of defending a litigation action, particularly if the plaintiff proved successful, and the court order the defendant to pay the costs of all parties.

<u>Risk identification and loss prevention</u>, have become of paramount concern for those insurance companies who provide liability insurance to organizations such as

3/

the Hamilton Board of Education. I would respectfully submit that given the past history of Strathcona School, the potential liability risks justify allocation of resources to ensure a full time, qualified, Principal and/or office secretary is in attendance at the School every day.

Respectfully submitted

Neil F. Sharpe

nfs/hts

Date: 1997 05 01

To: The Chair and Members
of the Program Committee

From: Elizabeth Bond
Superintendent of Program

Re: **Student Services Model**

Report: Information/Decision

Background

The concept of a Student Services Model was created by Stella Gibson, Co-ordinator of Guidance, and Bryan Schofield, Supervisor of Adjustment Services, to address in a consolidated manner the spectrum of student needs within a school setting. A conceptual framework was developed with the intent that each school would modify it to suit their own needs (Appendix A).

Following a presentation to members of Senior Management in January, 1995, it was determined that the Student Services Model be piloted and evaluated.

In September, 1995, the Model was offered as a pilot across the system. Eight secondary schools showed an interest; two schools decided to become involved. Descriptions and evaluations from them are included (Appendix B).

One of the new documents which is part of the Ministry's proposed Secondary School Reform is *"Choices Into Action: Guidance and Career Education Policy Grades 1 to 12"* (Appendix C). Released in draft form in September, 1996, this document makes reference to the team concept and collaboration of staff in the delivery of Guidance and Career education. A similar concept was also recommended in the report from the Royal Commission on Learning, "For the Love of Learning."

Also, in the Fall of 1996, the development of a system Career Resource Centre was initiated at Briarwood. This Centre will serve to in-service staff and to provide support for students. A committee undertook the development of a framework for the introduction of Guidance and Career Education. The first draft is now complete and ready to be distributed to principals for feedback (Appendix D).

In April, 1997 a presentation of the Student Services Model was made to all Secondary School Principals. The concept was approved in principle. A sub-committee was formed to investigate the format: what it would look like and who the various stakeholders would be. This sub-committee agreed that the core

components should be Co-operative Education, Guidance and Learning Resource Teachers; and site specific others as the needs of each school dictated.

Issue

To provide trustees with information about the proposed Student Services Model.

Recommendation

> That the Program Committee support the Student Services Model and refer the report to the Salary Committee for negotiation.

Rationale - Appendices

Appendix A Conceptual Framework of Student Services Model
Appendix B Evaluation of Student Services Pilot Projects
Appendix C "Choices into Action"
Appendix D Framework for Guidance and Career Education

Appendix A

JANUARY '95 STELLA GREEN GIBSON BRYAN SCHOFIELD.

Pilot -- Student Services

Rationale

-to address in a consolidated manner the spectrum of student needs within a school setting.
-the pilot would initially target secondary school settings with the intent of future modification for elementary schools (this model would be an integral part of any compensatory education setting as well)

Phase One -- Secondary Structure

-Restructure existing Guidance Departments so that they become a division of student services:
-Guidance Department Head will become the Head of this Student Services Department
-Guidance Counsellor(s)
-Learning Resource Teacher(s)
-Residential School Social Worker
-Cooperative Education Teacher
-Co-Curricular Leader

Role of the Student Services Head
-responsible to the Principal
-liaison with appropriate coordinator(s)/supervisor(s)
-leadership and coordination of internal and external resources to meet student needs in the particular setting.
-program/service development and modification -- strong links with personnel from all subject disciplines
-staff development and in-service
-managing and deploying all available resources & technologies
-chair of the Student Services Team (former Level One DART)

Role of the Guidance Counsellor(s)
-responsible to the Student Services Head
-access appropriate Coordinator
-an integral member of the student services team
-maintain appropriate parental contact
-liaise with feeder schools
-continue development and implementation of advisor/advisee/advocacy program
-career education
-student study skills
-individual and group counselling
-assess student interests and aptitudes
-preparation for transition to work and/or future education
-facilitate, design, and implement the use of available external resources
-perform appropriate administrative tasks as designated
-other tasks as assigned by the Student Services Head

Role of Learning Resource Teacher
-responsible to the Student Services Head
-access appropriate Supervisor
-an integral member of the student services team
-maintain appropriate parental contact
-liaise with feeder schools
-pre and post assessment of academic performance

-work collaboratively with appropriate clusters of classroom teachers to design and develop individualized programs to address student needs
-monitor delivery of individualized programs
-perform appropriate administrative tasks as designated
-other tasks as assigned by the Student Services Head
-flexible hours

Role of Residential School Social Worker
-responsible to the Student Services Head
-access appropriate Supervisor
-an integral member of the student services team
-maintain appropriate parental contact
-liaise with feeder schools
-address the moderate and severe social, emotional, and behavioural needs of students
-liaise with parent(s)/guardian(s)
-referrals and collaboration with community agencies
-continuous consultation with appropriate clusters of classroom teachers and other members of the student services department
-address life skills development
-perform appropriate administrative tasks as designated
-other tasks as assigned by the Student Services Head

Role of Cooperative Education Teacher
-responsible to the Student Services Head
-access appropriate Coordinator
-an integral member of the student services team
-maintain appropriate parental contact
-liaise with feeder schools
-design and teaching of job readiness skills
-provide experiential opportunities
-work collaboratively with appropriate clusters of classroom teachers to design and develop individualized programs to address student needs
-develop a network of industry and business opportunities
-monitor and evaluate site placements
-perform appropriate administrative tasks as designated
-other tasks as assigned by the Student Services Head
-flexible hours

Role of Co-Curricular Leader
-responsible to the Student Services Head
-access appropriate Coordinator
-liaise with Sports Convenor
-an integral member of the student services team
-maintain appropriate parental contact
-assess, develop, and implement a network of in-school activities in collaboration with other staff members and volunteers
-professional development of volunteers
-liaise with feeder schools
-liaise with existing Physical Education Head
-liaise with student council and student athletic council
-responsible for all interscholastic concerns
-responsible for all intramural activities
-coordinate school fund-raising initiatives
-timetabling facility use
-perform appropriate administrative tasks as designated

FRAMEWORK FOR A STUDENT SERVICES MODEL

SYSTEM CAREER CENTRE

SCHOOL LIBRARIAN

SOCIAL WORKER

SCHOOL NURSE

COMMUNITY AGENCIES

PRINCIPAL

STUDENT SERVICES HEAD
SCHOOL CAREER CENTRE

TEACHER ADVISORS

TEACHER COUNSELLORS

CO-OP TEACHER(S)

LEARNING RESOURCE TEACHER(S)

CO-CURRICULAR CO-ORDINATOR

STUDENT REP(S)

SCHOOL COUNCIL

Comprehensive School Health

Guidance & Career Education

Stella Gibson Ext. 2370 March 1997

Appendix B

SCOTT PARK SECONDARY SCHOOL

STUDENT SERVICES

INSTRUCTION

lesson planning
career planning
peer tutoring
specialized placement, ie: retention
portfolios
employability skills
guest speakers

SOCIAL SUPPORT

peer support group
student mentor
positive school climate
staff wellness

SERVICES

- DART
- annual reviews
- summer jobs
- letters of reference
- awards
- liaison and teaching application
- university and college applications
- individualized timetables
- counselling
- retention
- scholarships
- options

PHYSICAL ENVIRONMENT

computer
sharing resources human and materials
career centers
centralized location

IN SERVICING

staff
students
community
administration
support staff

1. ***IMPACT ON SCHOOL OF STUDENT SERVICES MODEL***

Collaboration

- ***which 2 or more departments share resources***
- ***share resources and personnel***
- ***work towards shared vision (new umbrella for student services)***
- ***work together to achieve particular goals***

2. ***BENEFITS OF THE MODEL FOR STUDENTS***

- ***better action plans for students ie careers, self-awareness***
- ***ie Co-op placement with options***
- ***special needs for identified students in regards to career plans***
- ***more diverse responses for students***
- ***more personal counselling contacts***
- ***new and innovative solutions ie, transition, retention***
- ***peer tutoring***
- ***more expertise avaiable***
- ***easier implementation***
- ***better relations between departments***
- ***resource sharing***

3. ***STUDENT SERVICES***

- ***helps Promote---Prevent---Assist---and support kids***
- ***not only academically but socially***

4. ***CONNECTION***

- ***Students***
- ***Families***
- ***School personnel***
- ***Local community***

SIR ALLAN MACNAB SECONDARY SCHOOL

STUDENT SERVICES MODEL

We have been moving towards a student services model since September 1995. The configuration consists of teachers from Guidance, Co-operative Education and Learning Resource.

Why have we done this?

To provide a more effective service for the student and more effective support for staff.

As three distinct groups we have always worked together informally. Now we are making sure we are conscious of the interplay of the three areas and using common initiatives to build a comprehensive program e.g.

1. Transition for Grade 9 students
2. Career Education
3. Post-Secondary Preparation
4. Alternative Programming for Identified and at-risk students

Collaboration and team work are the by-lines of this model.

How are we doing this?

- by drawing on our different strengths and areas of expertise to support each other and work with each other
- through regular team meetings
- through planning committees e.g. Communications, career education
- through program initiatives such as Career Seminars
- Co-op and LRT mentoring each other through the growth plan
- through some team teaching re: the secondary process, grade 9 outcomes

How is it working?

- Positively
- We are defining areas of commonality and separation
- We are avoiding duplication and overlap of services
- It is broadening our perspective in terms of problem solving
- A wider range of resources has become more readily available and accessible to students, parents and teachers
- It allows us to solve problems more effectively in school before accessing outside resources which are shrinking
- The down loading of duties provides an opportunity for more equitable sharing of responsibilities
- It provides an opportunity to serve the changing and more demanding needs of our students, more effectively
- We are modelling interdisciplinary team work for teachers and students

SIR ALLAN MACNAB S. S.

OVERVIEW OF STUDENT SERVICES PROGRAM
1ST SEMESTER

.... ongoing	COUNSELLING.....
Aug. 26 - Sept. 16	Timetable adjustments (LRT, Co-op, Counsellors)
Aug. 26 - Sept. 27	New registrations
Sept. 3....	Teaching Assistant Program starts (LRT, Counsellors)
Sept. 16....	Individual meetings with Gr. 9 "at risk" students (LRT, Counsellors)
Sept. 20....	MacNab Plan (a.k.a. Parkside Plan) Noon team meetings to follow (Counsellors, LRT, Teachers, Administration)
Sept. 23....	Follow-up meetings with new registrations (LRT, Counsellors)
Sept. 24....	Monthly Dart - 1st Meeting (Counsellors, LRT, Co-op)
Sept. 25....	Grade 9 presentations (Counsellors, LRT, Co-op) Gr. 9 Lesson I (Homework/Study Skills)
Sept. 26	OAC assembly re University application (Counsellors,LRT, Co-op)
Sept.	Career Ed. Program (Co-op, Counsellors, LRT)
Oct.	Student visits to Universities/College
Oct. 3....	Follow-up meetings with new registrations
Oct. 3....	Gr. 9 Lesson II (self awareness)
Oct. 3....	OAC classroom Presentations - Distribution of Info
Oct. 16....	Gr. 9 Lesson III (Time Management, Test prep etc.)
Oct. 16....	Grade classroom 12 Presentations re college application process
Oct. 25....	University Application Seminar in Library
Nov.	Student Visits to College/Universities
	ETC.

SIR ALLAN MACNAB SECONDARY SCHOOL

OVERVIEW OF STUDENT SERVICES PROGRAM
2ND SEMESTER

....ongoing	COUNSELLING.....
Jan. - Feb.	New Registrations Night School
Jan. - Feb. 14	Timetable adjustments (Co-op, LRT, Counsellors)
Jan.	Co-op Placements finalized for 2nd semester
Feb. 3....	Teaching Assistant Program starts (LRT, Counsellors)
Feb. 6....	Co-op starts
Feb. 10....	Scholarship Applications (LRT, Counsellors)
Feb. 3 - Mar. 7	Option '97 presentation to all Grades and Option Collection (LRT, Co-op, Counsellors)
Feb. - May	Annual Reviews (LRT, Parents, Admin., Counsellors)
Feb. 18	Monthly Dart 1st meeting (LRT, Co-op, Counsellors)
March 17....	Follow-up meetings with New Registrations LRT to meet with identified new registrants
March 23	Planning for Grade 11 sessions (Counsellors, LRT, Co-op)
April	Implementation of Grade 11 program (Counsellors, LRT, Co-op) (Introduction to Post-Secondary)
April 7....	University applications '97 Mark updates etc. Supplementary documentation if necessary, etc.
April 21	Meet with students with failing mid-term marks - LRT to meet with identified students.....
April....	Start co-op process 97-98

ETC

Appendix C

3.3 Program Delivery Modes

Many partners within the total school community have an integral role to play in the delivery of a comprehensive guidance and career education program. Teachers and teacher-counsellors, where available, would contribute in a vital way by providing instruction in learner, interpersonal and career development. Community partners which might include employers, community agencies, and private sector organizations, would contribute with visits to the classroom and co-operative education/work experience placements. The school community is an important resource and would play a key role in the delivery of the program.

The Choices Into Action: Guidance and Career Education program in Grades 1 to 12 would be delivered in the following four ways:

- Classroom Instruction
- Enhanced Learning Opportunities
- Community-based Learning
- Individual Assistance and Short-term Counselling.

3.3.1 Classroom Instruction

A program of instruction which focuses on the foundation knowledge, skills and attitudes related to learner, interpersonal, and career development would begin in Grade 1 and continue to the end of Grade 12. This program would be taught both by integrating its concepts through other subject/program areas and as discrete courses.

Specific Outcomes from *The Common Curriculum: Policies and Outcomes, Grades 1 – 9, 1995*, require instruction which is explicitly designed to develop knowledge and skills in learner, interpersonal and career development. Although these Outcomes may be addressed in various Subject/Program Areas, the guidance and career education program would ensure that every student has the opportunity to achieve these outcomes.

Integrated curriculum which enables students to "relate their learning to real-life situations" would be an important feature of the Grade 9 program. In designing integrated programs, teachers would need to make sure that these programs address the three areas of the guidance and career education program and the structured approach to student learning – assessment of self, analysis of opportunities, choice among alternatives and action.

Teachers and teacher-counsellors would have many opportunities to explore the links between the classroom and the world beyond the school. Beyond Grade 9, the focus on integrated programming would continue to be important. Course profiles would be developed so that academic subjects clearly include connections to learner, interpersonal, and career development. Curriculum integration helps students reflect on the relevance of school subjects to their lives at present and to their future.

In addition, there would be specific guidance and career education courses in Grades 10 to 12. Depending on the option selected for compulsory and optional courses, guidance and career education courses could be required for all students. (For a discussion relating to compulsory courses refer to Section 4.3: Graduation Requirements: Options in the *Ontario Secondary Schools (1998), Detailed Discussion Document*.)

3.3.2 Enhanced Learning Opportunities

In order to meet the varying needs of their students, schools would offer additional learning opportunities by developing courses or units based upon learner, interpersonal and career development. These courses or units would be designed to offer additional opportunities to students who wish to improve and enhance their personal knowledge, skills and attitudes in guidance and career education. Enhanced learning opportunities would be offered in addition to the classroom instruction mode of delivery.

Units in the form of seminars, workshops and small groups could be developed in such areas as:

- job search strategies
- résumé writing
- interview skills
- conflict resolution skills
- personal and interpersonal skills
- assertiveness training
- study skills
- time management skills

Courses could be developed in such areas as:

- peer helping
- leadership
- life skills
- personal life management

3.3.3 Community-based Learning

Community-based learning draws on the opportunities that exist throughout the local community. It recognizes the diversity of the community and the variety of workplaces in it.

Many types of experiences are available in the community. Examples include:

- field trips
- work-site tours
- job shadowing
- career mentoring
- community service
- work experience
- co-operative education
- youth apprenticeship, internship, and school-to-work programs.

Therefore, school personnel would regularly invite partners from the community to contribute to all aspects of the guidance and career education program.

See Appendix 2 for the Sample Program: Career Awareness Partnerships Program (CAPs)

3.3.4 Individual Assistance and Short-term Counselling

From time to time, students will request and require individual assistance and encouragement in their learner, interpersonal and career development. Examples of occasions where such assistance might be needed include difficulties in a work experience placement, conflict with another student, non-acceptance into university or college. This assistance should continue to come first from those closest to the student (i.e., classroom teachers, the teacher-advisor, parents/guardian, the student's peers). The teacher-advisor[3], through an established relationship with the student, would be well-positioned to identify any additional assistance the student requires and, where appropriate, consult with the student's teacher(s), parents/guardian and teacher-counsellor.

When additional assistance is required, a referral would be made to a teacher-counsellor for short-term counselling. Where a teacher-counsellor is not available, an appropriate school or board staff member could be available to carry out this role. This brief intervention would involve an assessment, individual problem solving and planning, and may include a referral to another school-based, board-based or community program or other types of professional counsellors (e.g., a social worker, a psychologist, a welfare worker, a youth counselling agency), as appropriate.

3.4 Assessment Strategies in Guidance and Career Education

Assessment of student learning would be carried out as a regular and ongoing part of curriculum, support services and community partnership activities. All students are expected to be regularly assessed, and to receive feedback on the quality and standard of their work. Student assessment for classroom instruction would be

3. A teacher-advisor is a teacher who would be responsible for a group of students for a minimum of one year, as part of the teacher-advisor system (see Section 3.5.2)

based on the relevant outcomes in *The Common Curriculum: Policies and Outcomes, Grades 1-9, 1995*, and in curriculum guidelines and course profiles that the ministry proposes to develop from grades 10 to 12.

Assessment applies to all program delivery modes: classroom instruction, enhanced learning opportunities, community-based learning, and short-term counselling. For short-term counselling, the outcomes will be specific and unique to the individual student, and should be assessed regularly against the student's identified needs and individual progress in learner, interpersonal and career development. This assessment would lead to the development of individual learning outcomes that would assist students (and where appropriate their parents/guardian) in developing plans to meet their identified needs, challenges and personal goals.

3.5 Program Elements

3.5.1 Co-operative Education/Work Experience

There is considerable public interest in increasing the relevance of the secondary school curriculum, providing students with practical applications of classroom experiences, and ensuring more opportunities for students to make connections between what happens in school and outside of school.

Parents and students want a better understanding of what is available in the world of work. National and provincial research and surveys have shown that parents want schools to increase their efforts in preparing students for their futures. Students have indicated that they want schools to pay more attention to their career planning needs. To meet these challenges, schools have developed a variety of programs in such areas as job exploration, job shadowing, workplace visits, and cooperative education. Currently, the availability of these programs and opportunities varies considerably from school to school.

To meet the concerns of parents, students and employing organizations, the ministry is committed to ensuring that all students are provided with a career education program. One of the features of such a program would be to provide all students with opportunities to experience the workplace firsthand.

Co-operative education/work experience is valuable for all students, whether they plan to go to work, college or university after secondary school. This experience must complement and not jeopardize students' academic programs. These planned career education experiences in the community would enhance the school program through real-life applications, and expose students and teachers to up-to-date workplace practices. Co-operative education/work experience increases students' awareness of career opportunities, provides first hand experience of employer expectations and concrete applications of curriculum.

Co-operative education/work experience also strengthens links with postsecondary destinations. For those students whose first postsecondary destination is the workplace, co-operative education/work experience would provide personal contacts with potential employers. For those students whose first postsecondary destination is college or university, co-operative education/work experience would provide opportunities for students to make better informed decisions about education and career choices.

The current co-operative education policy requires a significant commitment of time, in the range of 220 to 550 hours in a year, by students who choose to participate. This practice will continue to be encouraged. The options described below do not affect current co-operative education practice but rather describe ways for more students to participate in co-operative education/work experience through an expansion that includes short term experiences. Short term experiences would include community service, volunteer work and simulations. Co-operative education/work experience in

Option 1 is optional. Participation in current co-operative education programs would fulfil the compulsory requirement as described in Options 2 and 3.

All three options provide for the co-operative education/work experience to be fulfilled in the following two ways:

- **current co-operative education** as described in *Co-operative Education: Policies and Procedures for Ontario Secondary Schools, 1989*, or participation in the Ontario Youth Apprenticeship Program and other structured school-to-work transition programs such as Bridges;
- **other school-arranged experiences** tied to the curriculum, for example, structured extra-curricular activities, community service, in-school work simulations.

Options 2 and 3 will also require recognition of a broader array of experiences than in Option 1 to provide school boards, schools and students within a range of communities with the means to satisfy a compulsory requirement. This additional category of work experience would include:

- **student-arranged experiences** tied to the curriculum, for example, community service, volunteer work and paid part-time or summer employment.

In all cases, ways of offering co-operative education/work experience, including both school and student-arranged, would incorporate the following components:

- pre-placement instruction (e.g. related to interviews, résumés, safety, legal and harassment issues)
- development of a learning plan based on provincial curriculum guidelines
- monitoring students in school-arranged experiences or obtaining documentation as evidence for student-arranged experiences
- opportunities for students to analyse their experiences and integrate their learning
- evaluation of students' learning to determine whether or not to grant credit.

There are two issues to consider in the following options:

- optional (Option 1) versus compulsory (Options 2, 3) co-operative education/work experience
- a credit (Option 2) versus a non-credit graduation requirement (Option 3) within compulsory co-operative education/work experience

Option 1: Expand co-operative education/work experience to include short term experiences that are optional and for which students receive full or partial credit

This option would allow students to choose a current co-operative education experience or a short term, work experience.

In this option, students would choose to participate in co-operative education/work experience according to their interests, abilities and available time. Schools and school boards would choose the extent to which they wish to devote resources to developing these opportunities through business and community partnerships.

Option 2: Expand co-operative education/work experience to include short term experiences that are compulsory for all students and for which students receive credit

This option would ensure that all students receive an experience in a community or work placement or an in-school work simulation. Students would receive credit for this experience related to in-school curriculum.

Under this option, you will be asked to indicate whether students should be required to earn a half-credit (45 hours) or one credit (90 hours).

Option 3: Expand co-operative education/ work experience to include short term experiences that are a compulsory graduation requirement for all students but for which students do not receive credit

This option would ensure that all students receive an experience in a community or work placement, or in-school work simulation. This option differs from Options 1 and 2 in that students do not receive credit for this planned short-term, curriculum-based co-operative education/work experience.

Satisfactory completion of this experience would be noted on the Ontario Student Transcript.

Under this option, you will be asked to indicate whether students should be required to complete the equivalent time required for a half-credit (45 hours) or one credit (90 hours).

3.5.2 The Teacher-Advisor System

Parents and students appreciate and benefit from an ongoing personal relationship with a teacher at the school. Many teachers recognize the importance of being available to their students, through for example, acting as mentors and advocates for their students. The establishment of a teacher-advisor system, Grades 1 to 12, would support teachers in creating and sustaining relationships with students and their parents and would ensure that opportunities to build such important and supporting relationships are available to all students.

Each school would be responsible for organizing a system that provides all students with regular access to a teacher-advisor. Schools could organize their teacher-advisor systems in a variety of ways such as house systems, enhanced homerooms or "schools within schools".

Each teacher-advisor, with the support of teacher-counsellors, would be responsible for a group of students for a minimum of one year. The teacher-advisor would monitor students' overall progress, provide personal encouragement, and help students make connections between and among subjects in school and learning which takes place in the community. During the time set aside for students to meet with their advisors, group reflection, discussion and activities would focus on areas related to learner, interpersonal and career development.

The teacher-advisor would co-ordinate the overall review of the education and career portfolio for the student and his/her parents or guardian. The teacher-advisor could meet annually with the student and parents/guardian to review this portfolio and the student's educational progress. Starting in Grade 7, the student's annual education plan would become part of this discussion; and starting in Grade 9 or 10, the student's plans for postsecondary activities would also be discussed. When necessary, the teacher-advisor would refer students who need additional assistance to the teacher-counsellor, administration and/or other appropriate personnel.

Teacher-counsellors would support teacher-advisors by providing resources and information about students' programs, teaching specific content, leading discussions on selected topics, linking to the community and postsecondary institutions, and providing assistance in completing student portfolios.

When students enter a school for the first time, they would be assigned a teacher-advisor, participate in an orientation program and receive a school information package. During this process, opportunities for students to build relationships with their peers and the teacher-advisor would be provided. Once enrolled in a school, students would also receive an updated school information package each year. An orientation program would also be available for students who enter the school in the middle of the school year.

See Appendix 2 for the Sample Programs: Teacher Advisor System and Teacher Advisor Program

Appendix D

DRAFT COPY FOR SCHOOL FEEDBACK PURPOSES ONLY

APRIL 1997

DISTRIBUTED TO PRINCIPALS FOR FEEDBACK

GUIDANCE AND CAREER EDUCATION SYSTEM PLAN

Compiled by Student Services: Stella Gibson, Avanell Scherer, Robin Magill, Liz Shuttleworth (Sir W. Churchill), Cam Gauldie (Sir W. Churchill), Cathy Hillgren (Hampton Heights), Hal Hillgren (Section 27)

GUIDANCE AND
CAREER EDUCATION CURRICULUM

GRADE	SELF-AWARENESS	PROGRAM	RESOURCES	INSERVICE
GRADE 12/OAC	Resume Package Post-Secondary Decision-Making Workshops CHOICES CHOICES - C.T. DISCOVER Portfolio- Educational Plan SCHOOL FINDER	Leadership Opportunities University Information Presentations - Parents and students Discover College Days Cooperative Education - (Secondary School Education Reform?) University Information Program College Information Program OPTIONAL Other School-Based Career Education activities Academic & Applied Skills (BAP 4AX) Cross-curricular Infusion of Career Education into program/subject/theme areas Transition to Work Programs: eg. Cosmetology Health Care Aide, Food Services OYAP (Ontario Youth Apprenticeship, Program - formerly SSWAP), Business Studies Work Experience/Job Shadowing	Ontario Prospects Provincial Newspaper Canada Prospects Pamphlet: Life After High School Core Resources 7-12/OAC Employability Skills Profile - Conf. Bd. of Canada - handout CHOICES -Financial Aid Scholarships BAP/4AX Resource Package CHOICES CHOICES - C.T. DISCOVER SCHOOL FINDER	CHOICES -Financial Aid Scholarships CHOICES CHOICES - C.T. DISCOVER SCHOOL FINDER IEC - Teacher Workshops
GRADE 11	Resume Package Post-Secondary Decision-Making Workshops S.D.S. - Self-Directed Search CHOICES CHOICES - C.T. DISCOVER SCHOOL FINDER Portfolio - Educational Plan Myers Briggs	Leadership Opportunities Academic & Applied Skills (BAP 3AX) Cooperative Education Work Experience - (Secondary School Education Reform?) Career Community Guest Speakers University Information Program College Information Program OPTIONAL Other School-Based Career Education activities Cross-Curricular Infusion of Career Education Into program/subject/theme areas Transition to Work Programs: eg. Cosmetology, Health Care Aide, Food Services, OYAP (Ontario Youth Apprenticeship Program - formerly SSWAP) Business Studies Entrepreneurship Work Experience	Core Resources 7-12/OAC BAP 3AX/Resource Package Employability Skills Profile - Conf. Bd. of Canada - handout CHOICES - C.T. DISCOVER CHOICES SCHOOL FINDER	CHOICES CHOICES - C.T. SCHOOL FINDER DISCOVER IEC - Teacher Workshops

GRADE	SELF-AWARENESS	PROGRAM	RESOURCES	INSERVICE
GRADE 10	Resume Package Explorations True Colours CHOICES - Specific (cross-ccurricular) Portfolio - Educational Plan CHOICES - Personal Profile DISCOVER	Leadership Opportunities Community Service Secondary School Reform? (Job shadowing/work experience/co-op) Career Community Guest Speakers OPTIONAL Other School-Based Career Education activities - optional Cross-curricular Infusion of Career Education into program/subject/theme areas Business Studies	Core Resources 7-12/OAC Employability Skills Profile - Conf. Bd. of Canada - handout CHOICES CHOICES - C.T. DISCOVER CAREER EXPLORERS SCHOOL FINDER	CHOICES CHOICES - C.T. DISCOVER CAREER EXPLORERS SCHOOL FINDER IEC - Teacher Workshops
GRADE 9	Resume Package Take Our Kids to Work (pre-post activities) Discovery Study Skills Workshop Portfolio - Educational Plan CHOICES CT (Career Search Introduction) DISCOVER	Leadership Opportunities "Take Our Kids to Work" Career Community Guest Speakers - Post-Secondary Education & Employment Opportunities (I.E.C.) Introduction to Business (2 Units) compulsory Study Skills Workshop - in process of being developed OPTIONAL Other School-Based Career Education activities Cross-curricular Infusion of Career Education into program/subject/theme areas Awareness of Volunteer placements in the workplace CHOICES - Credit Union Program IEC - Partnerships	CHOICES The Edge - Magazine Core Resources 7-12/OAC Employability Skills Profile - Conf. Bd. of Canada - handout DISCOVER CAREER EXPLORERS (Bridges) SCHOOL FINDER OPTIONAL Junior Achievement	CHOICES Leadership Opportunities leaflet under development DISCOVER CAREER EXPLORERS(Bridges) SCHOOL FINDER IEC - Teacher Workshops

GRADE	SELF-AWARENESS	PROGRAM	RESOURCES	INSERVICE
GRADE 8	Resume Package *SAFRAN Level II Portfolio - Educational Plan (from Grade 7) DISCOVER CAREER EXPLORERS CAREER FUTURES	Leadership Opportunities - handout Changes & Challenges (Career explorations and Educational planning) Community Service - handout The Real Game Secondary School Presentation Grade 8 Parents' Night Decision-making Process for Secondary School entry Grade 8 Open House at Secondary Schools Secondary School Orientation by Secondary Schools I.E.C. /Rotary - Career Day Career Days/Tours - Speakers OPTIONAL Other School-Based Career Education activities - optional Job Shadowing Cross-curricular Infusion of Career Education into program/subject/theme areas Project Business - Junior Achievement	Career Connections Series Pamphlet: Next Year Secondary School Core Resources 7-12/OAC Employability Skills Profile - Conf. Bd. of Canada - handout 1984 - One Step at a Time Support Document to Guidance DISCOVER CAREER EXPLORERS CAREER FUTURES The Real Game OPTIONAL Lion's Quest, P.S. We Care, Project Business - Junior Achievement	Visions and Ventures - Entrepreneurship - Grade 8 CHOICES The Real Game CAREER FUTURES CAREER EXPLORERS DISCOVER OPTIONAL Economics of Staying in School - Junior Achievement
GRADE 7	Real Game Resume *V.I.A.S. - Vocational Interest Assessment System Portfolio - Educational Plan DISCOVER CAREER EXPLORERS CAREER FUTURES	Leadership Opportunities - handout Changes & Challenges (Relationship with others) Community Service - handout The Real Game Career Days/Tours - Speakers List being developed The World - Where People Work & What People Do (To be developed) OPTIONAL Cross-curricular Infusion of Career Education into program/subject/them areas Other School-Based Career Education activities	Career Connections Series Core Resources 7-12/OAC Employability Skills Profile- Conf. Bd. of Canada - handout 1984 - One Step at a Time Support Document to Guidance DISCOVER CAREER EXPLORERS CAREER FUTURES The Real Game OPTIONAL Lion's Quest, P.S. We Care	The Real Game CAREER EXPLORERS CAREER FUTURES DISCOVER Visions and Ventures - Entrepreneurship - Grade 7 The World - Where People Work & What People Do (To be developed)

GRADE	SELF-AWARENESS	PROGRAM	RESOURCES	INSERVICE
GRADE 6	Portfolio (School Generated)	Grade 5 Open House - Middle Schools Changes & Challenges (Getting to Know Yourself) Business Basics - Junior Achievement My Country - Where People Work & What People Do (To be developed) Cross-curricular Infusion of Career Education into program/subject/them areas	Employability Skills Profile - Conf. Bd. of Canada - handout OPTIONAL Lion's Quest, P.S. We Care, VIP (Values, Influences and Peers)	My Country - Where People Work & What People Do (To be developed)
GRADE 8	Portfolio (School Generated)	Now You're In Business -(Entrepreneurship & Consumerism) "Jobs" - Social Studies Cross-Curricular Infusion of Career Education into program/subject/theme areas	Employability Skills Profile - Conference Board of Canada - handout OPTIONAL Lion's Quest, P.S. We Care Business Basics - Junior Achievement	
GRADE 9	Portfolio (School Generated)	My Province - Where People Work & What People Do (To be developed) Cross-curricular Infusion of Career Education into program/subject/theme areas	Employability Skills Profile - Conf. Bd. of Canada - handout OPTIONAL Lion's Quest, P.S. We Care	My Province - Where People Work & What People Do (To be developed)

GRADE	SELF-AWARENESS	PROGRAM	RESOURCES	INSERVICE
GRADE 3	Portfolio (School Generated)	My City - Where People Work & What People Do (To be developed) Cross-curricular Infusion of Career Education into program/subject/theme areas	Employability Skills Profile - Conf. Bd. of Canada - handout OPTIONAL Lion's Quest, P.S. We Care, Second Step (Kit)	My City - Where People Work & What People Do (To be developed)
GRADE 2	Portfolio (School Generated)	My School Community - Where People Work & What People Do (To be developed) Cross-curricular Infusion of Career Education into program/subject/theme areas	Employability Skills Profile - Conf. Bd. of Canada - handout OPTIONAL Lion's Quest, P.S. We Care, Second Step (Kit)	My School Community - Where People Work & What People Do (To be developed)
GRADE 1	Portfolio (School Generated)	My Family - Where People Work & What People Do (To be developed) Cross-curricular Infusion of Career Education into program/subject/theme areas	Employability Skills Profile - Conf. Bd. of Canada - handout OPTIONAL Lion's Quest, P.S. We Care Second Step (Kit)	My Family - Where People Work & What People Do (To be developed)

* Call Career Education Resource Centre (Briarwood) to be inserviced and to receive guides.

GUIDANCE AND
CAREER EDUCATION CURRICULUM

AREAS TO BE DEVELOPED

- Study Skills Program 7, 8, 9
- Career Planning
- School Leadership Opportunities
- Community Opportunities
- Peer Helping/Tutoring
- Job Shadowing/Work Experience
- Community Speakers Listing - IEC
- Internship - IEC
- System Wide Portfolio
- Education Plan 7-12/OAC
- Transition To Work Program - (Secondary School Reform?)
- Program Units 1 thru 4, 6 and 7

Revised meeting of:
FEB. 5, 1997

AGENDA

OPERATIONS AND FINANCE COMMITTEE
1997 06 10

Confirmation of the minutes of the regular meetings of 1997 01 07 and 1997 02 13 and special meetings of 1996 12 19 and 1997 05 15.

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. 1995 Pilot on the Acquisition of Boilers though a Limited Energy Performance Contract **Pages 1 to 5**

NEW BUSINESS:

1. Annual Report of System Safe Schools Program **Pages 6 to 29**
2. Report re Sir Allan MacNab Secondary School, Painting of Lockers and Certain Rooms **Pages 30 to 35**
3. Report re Interim Financial Status Report - 1997 05 15 **Pages 36 to 50**
4. Correspondence from the Toronto Board of Education re "The Essential School - A Model for Public Education in Ontario" (Referred at the 1997 05 15 Board) **Pages 51 to 59**
5. Report of the Accommodation/Consolidation of Schools/Magnet Schools/ Secondary School Reform Committee **Page 60**
6. Report of the Special Education Advisory Committee **Page 61**

ELEMENTARY/SECONDARY

BUSINESS ARISING FROM THE MINUTES:

1. Alternate Model to Deliver the Junior Kindergarten Program - Requested by Trustee Hicks (Tabled at the 1997 05 06 Operations and Finance Committee)

NEW BUSINESS:

1. Recommendations of the Director of Education and Secretary **Page 62**

1997 06 10

TO: The Chairman and Members
Operations and Finance Committee

FROM: P. Gillie, Superintendent - Administrative and Operational Services
J. Riley , Manager Maintenance and Engineering

RE: 1995 Pilot on the Acquisition of Boilers through a Limited Energy Performance Contract

REPORT: Information

BACKGROUND:

1. Budget expenditure reductions meant new ways have had to be found to address capital needs. In 1995, the acquisition of boilers was realized through an energy performance contract. This plan provided on a small scale experience in this method of acquisition. This type of contract leverages existing operating money in order to finance capital acquisitions.

2. The details of this acquisition were reported to the Board in June of 1996. The measures that were installed in five schools and the financial details were also summarized. This report is attached as Appendix A.

3. An Energy Performance Contract includes two phases. The first is the construction period, when the measures are put in place. During this period, savings are generally not realized until all measures are installed. The second phase is the post construction period, when savings are monitored, reported and applied toward the guaranteed savings that are used to pay off the debt.

4. Provided with this report is a combined summary of the savings from the construction period and about 50 percent of the first year, based on actual 1996 – 1997 utility rates. While a year is shown, 6 months of the year is construction period and the full savings were not in effect. The First Year Guarantee Period commenced on September 1, 1996 and ends August 31, 1997. Thus, it will take until well into the Fall of 1997 to receive the billings and complete the calculated savings for the First Year Guarantee Period. The Performance Contract stipulates that where savings are less than established in the contract, Honeywell will reimburse the Board for the difference. Where savings are greater than established, the surplus accrues to the Board. The savings are used to pay off the debt. The method for calculating the savings (Audit Methodology) is described in Appendix B.

5. The table in Appendix C shows the utilities savings at each school, for electricity, gas and water. The total utilities saving for the period March 1996 to February 1997 is $46,202.96. This includes 6 months of construction time (installation of measures) prior to the commencement of the First Year Guarantee Period. It is expected that savings will be on target when the full First Year Guarantee Period is tabulated. This should be ready to report by November 1997. The targeted annual guaranteed savings calculated by Honeywell is $ 50,609.

6. The graph in Appendix D shows the total utility costs for the five schools by month for the 12 month period March 1996 to February 1997 compared to the base year of 1994.

ISSUE :

To update the Board on the performance contract with Honeywell and report on savings.

RECOMMENDATION:

The report on the 1995 Pilot on the Acquisition of Boilers through a Limited Energy Performance Contract be received for information.

RATIONALE:

The contract is under way and this report updates the Board on its progress. The first year guaranteed savings calculations cannot be completed until August 31, 1997 passes and final quarter billing information is received.

APPENDIX A

UPDATE ON HONEYWELL CONTRACT FROM 1995

INSTALLATIONS

In 1995 the boilers identified in the Accommodation Report for replacement were acquired through a Performance Contract with Honeywell Limited. The replacement of these boilers, all over 35 years old, had reached the critical stage. The Capital Budget for 1995 was reduced by 6 million dollars. An innovative solution was needed in order to replace boilers at Franklin Road, Hampton Heights, Norwood Park and Parkdale and controls at Burkholder.

A Performance Contract for these boilers was established with Honeywell Limited. The concept of a Performance Contract is the leveraging of existing monies for the acquisition of capital. By implementing energy conservation measures in buildings, the savings in energy bills are applied to the cost of the capital acquisitions and measures that were installed to achieve such savings. The following update on this acquisition is provided as part of this report on the Energy Management Plan.

In order to achieve savings a number of equipment and modernization upgrades were installed as identified and specified in the Engineering Audits carried out under this contract. Essentially the following **Technical Measures** were implemented:

- installation of new hot water heating boilers at Franklin Road, Hampton Heights, Norwood Park
- installation of a new low pressure steam boiler and condensate receiver at Parkdale School
- building envelope sealing measures to reduce infiltration
- ventilation changes to reflect current building code
- improved building operation through the installation of microprocessor digital controllers and electronic time clocks
- replacement of electric domestic hot water tanks with gas fired tanks
- water conservation measures on urinal flush tanks

The project is still in the construction startup phase. All the boilers were installed for the 1995 Fall cold weather start up. All other measures have been installed. There has been some delay in completing the controllers. This will be complete by the end of August 1996. The upcoming Winter 96/97 will be the first season with all the energy saving equipment operating. Consequently, we will not have full savings reports until October 1997.

All of the figures and utility data for the 95/96 heating season have just been compiled and turned over to Honeywell for analysis. However, Honeywell has indicated a preliminary review of figures is indicating savings at 15 to 22 percent. Until the analysis is complete, it is not possible to draw any conclusions.

FINANCING

The concept of Energy Performance Contracting is to leverage energy savings over a specified period of time (guarantee period) to pay down debt incurred through the capital acquisitions and measures installed for energy improvements. In effect, the concept is a form of financing over time. For this limited contract, the guarantee period is established at 120 months. In other words, the payback period is 10 years.

With the assistance of the Manager of Financial Services we have financed this contract with our bank through a three year loan, under what is called an equipment lease. This means the loan will be paid off in three years and no further financing will be required. It is estimated with this financial plan the payback will be reached early in Year 8. The annual payment of the loan in each of the three years will come from the savings in the energy budget. The loan is for $ 427,727 and the yearly payment, including interest, is $156,746.

The Energy Performance contract stipulates that savings in excess of the calculated savings accrue to the Board. Where energy savings are less than calculated savings, Honeywell will pay the difference.

APPENDIX B

AUDIT METHODOLOGY

Establishment of Baseline

The measurement of energy consumption and the cost of savings associated with installed energy management equipment is a comparison between the energy consumed during the current calendar period and the Base Year. The Base Year period used as a benchmark for comparison is January 1994 through December 1994. It consists of all energy bills applicable to the building under energy management. Actual energy use is taken from current utility bills, beginning with the June 1995 statements. The savings that occurred during the installation and construction phase are applied to the first year.

Theory of Energy Management

If all things were equal, energy management would decrease the use of energy units (kilowatt hours) to operate a facility during the current billing period compared to the Base Year period. The costs avoided are then simply the difference in units consumed at a given billing rate, between two measured periods. Since all things are not equal between the current and Base Year periods of tracking, adjustments are made prior to calculating the energy savings. Adjustments are made to the Base Year period in order to reflect energy usage as if the same conditions existed in the Base Year period, as during the current period. The adjusted Base Year period is referred to as the adjustment baseline. The minimum adjustment required to bring the Base Year to current conditions includes adjusting for billing days, weather and utility cost.

Billing Days Adjustment

Typically, the utility companies do not bill for the same number of days each month. The auditing program software adjusts for differing number of days in the billing period before calculating cost avoidance.

Weather Adjustment

The affect of weather on a building can be predicted by the program's computer processors. The program adjusts for weather variations using degree days, while still recognizing that not all energy consumption is weather-related.

Cost

Current or escalated utility costs are used to calculate savings. It does not matter what the energy cost was in the Base Year since energy may no longer be available at that rate. The savings costs do not include GST.

Other Factors Affecting Savings

Changes in operation such as demolitions, additions or changes in occupancy have a direct affect on energy use. Baseline adjustments are used to account for these changes. The following baseline adjustments have been included in this report:

Burkholder Drive PS

- 2 Portables added September 1995
- 65 computers added January 1996
- Pop machine added September 1995
- Gas meter repaired/replaced September 1995

Parkdale PS

- 15 computers added September 1995
- 2 Ton window air conditioner for computers in April 1995
- 11 computers added in September 1996 Freezer added September 1996
- Student enrollment increased in September 1995 and additional classroom utilized
- Unit Ventilators upgraded/repaired and made operational by Board September 1995
- Gym Air Handlers upgraded/repaired and made operational by Board September 1995

APPENDIX C

ENERGY SAVINGS FOR EACH OF FIVE SCHOOLS IN THE 1995 HONEYWELL PILOT

UTILITY SAVINGS FOR THE PERIOD MARCH 1996 TO FEBRUARY 1997

The following table shows the utility savings for electricity, gas and water at each of the pilot schools in this energy performance contract.

While the savings shown represent a year, it must be understood that this is not the First Year of the Guarantee Period. This table of savings is produced to provide an indication of the level of savings achieved in order to illustrate the expected result of the pilot.

The calculated savings for the First Year Guarantee Period cannot be done until August 31, 1997 passes and the billings for the last quarter in question are received.

	SAVINGS $$				
SCHOOL	ELECTRICITY CONSUMPTION	ELECTRICITY DEMAND	NATURAL GAS	WATER	SCHOOL TOTAL
Burkholder	3039.96	433.37	1321.33	58.36	4853.02
Franklin Road	1065.84	283.34	5700.39	936.71	7986.28
Hampton Heights	931.77	145.70	5523.87	4304.79	10906.13
Norwood Park	4529.41	358.16	3748.05	6882.52	15518.14
Parkdale	1697.09	329.82	3831.76	1080.72	6939.39
Total Utility Savings	11,264.07	1550.39	20,125.40	13,263.10	46,202.96

NOTES:

1. March 1996 to August 1996 is within the construction period

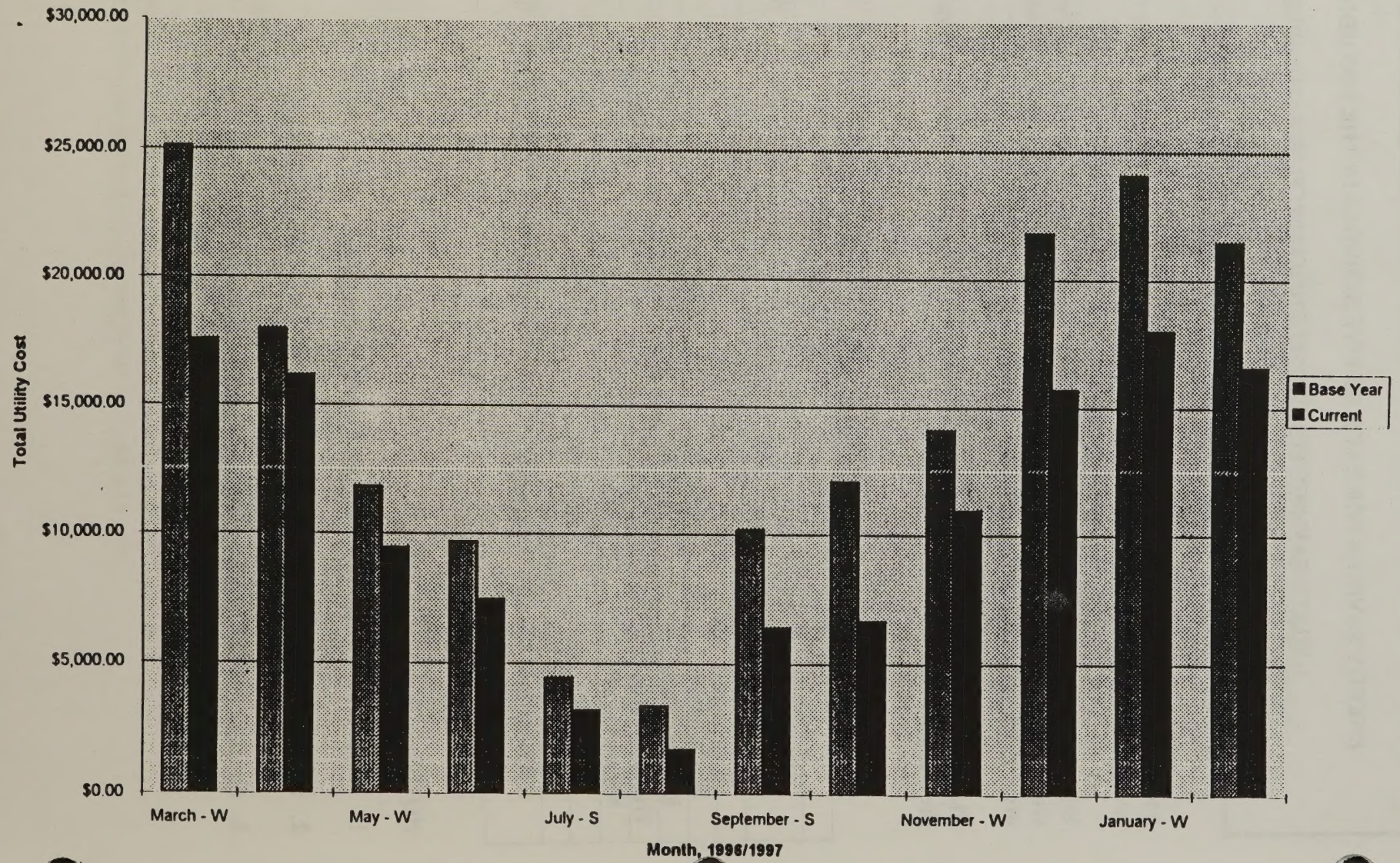
2. September 1996 to February 1997 is within the First Year Guarantee period

3. Savings calculated by Honeywell and agreed to by Board staff.

TOTAL UTILITY COSTS FOR GAS, ELECTRICITY AND WATER FOR ALL FIVE SCHOOLS BY MONTH FOR THE 12 MONTH PERIOD MARCH 1996 TO FEBRUARY 1997 COMPARED TO THE BASE YEAR OF 1994

The lighter bars in this graph are the adjusted 1994 base year utilities cost. The dark bars are the current utilities costs. Actual 1996 – 1997 utilities rates are used for both the 1994 and 1996 – 1997 costs.

SCHOOLS: Burkholder, Franklin Road, Hampton Heights, Norwood Park, Parkdale



1997 06 10

TO: **Chairman and Members**
operations and Finance Committee

FROM: **Murray Quinn, Chair, Safe Schools System Steering Committee**
Kathie Hibbins, Program Leader, Social and Interpersonal Skills Team

RE: **Annual Report of System Safe Schools Program**

REPORT: **Information/Decision**

BACKGROUND:

As part of the System Safe Schools Program, this annual report will set out the past year's initiatives with respect to Social Skills and Conflict Resolution programs. It will further present statistics relative to both suspensions and expulsions.

In addition to the work of the Implementation Team, the Trustees formed an ad hoc Safe Schools Committee early in the spring to fine tune elements of the Expulsion and Readmission components of our policy. Three recommendations resulted from the work of this committee which were endorsed at the May Board meeting.

SOCIAL SKILLS PROGRAM/CURRICULUM:

As a result of the Safe Schools Policy recommendation, approximately 70% of schools have implemented a social skill program for all students. All other schools have been planning during this school year with intent to implement a program in September 1997. Selected programs range from purchased, classroom-ready materials to curriculum that is planned and prepared at the school level (Appendix A). All exemplary programs, however, include direct teaching of the skill, modeling, practice and prompting of the skill for an extended period of time, with positive reinforcement. In assessing and evaluating the effectiveness of social skills programs it is important to note that positive change in behaviour and attitude takes time and will not necessarily be observed immediately. Adolescents present a unique challenge in that there is significant peer influence on behaviour and inappropriate behaviour must be "unlearned" in order for a new set of behaviours to be internalized.
To support schools in their planning and implementation

- After-school workshops were offered through Staff Development.
- Individual in-service and/or assistance was provided to schools upon request.
- Inservice and assistance was provided to secondary schools in the planning and implementation of social skills programs (Appendix B).
- School representatives were provided financial assistance in order to be able to attend training and/or conferences to support school initiatives.
- ***"The Good, The Bad, The Ugly:*** *An Anger Management Curriculum for Middle Schools,"*, (Appendix C) was completed and distributed to all middle schools. Inservice and support for implementation was provided to schools on request. To date there has been considerable interest and use by middle schools.
- A proposed senior secondary school credit course *"Conflict Resolution and Mediation"* is in the process of being written. Appendix D is a draft of the planned learning outcomes to date.

Community Partnerships have resulted in the following initiatives:

- The Triboard Violence Prevention Project (R.S.V.P.) through Ministry of Education and Training funding and Safe School budget provided in-service to representatives from all secondary schools on sexual harassment. All schools were provided with a copy of the resource document *"The Joke's Over - Student to Student Sexual Harassment in Secondary Schools"*. (Appendix E)
- With Ministry of Education and Training funding (School-Based Services), area women's shelters continued to provide individual counselling, group presentations and counselling, and professional development for staff.
- The Hamilton-Wentworth Regional Police, community representatives and the three area school boards have met and worked together to initiate and support effective conflict resolution programs for youth (middle and secondary school).
- With the assistance of community agencies, support/training was provided for parents in mediation, social skills, etc. at several schools.

To support schools in their on-going efforts to create violence-free environments, future directions/initiatives will include

- Planned inservice to meet identified needs of staff.
- On-going support and assistance to schools to maintain social skill programs (planning, implementation, review and revisions) with a particular focus at the secondary level.
- Assistance and support to schools as they experience administration and/or staff changes which impact on social skill program
- Inservice for Board personnel to create awareness and promote the modeling of non-violent conflict resolution.
- Increased involvement of students at the middle and secondary level in the planning and implementation of social skill and other violence prevention programs.

CONFLICT RESOLUTION:

As a result of the Safe Schools Policy recommendation, approximately 70% of Elementary and 30% of Secondary Schools have implemented Conflict Resolution programs. All other schools have been planning during this school year and will have programs in place beginning in September 1997. Approximately 75% of schools have chosen Student Mediated Conflict Resolution programs.

Student Mediated Conflict Resolution programs include:

a) on-line (playground) mediation and recess and lunch hour; and
b) in school mediation - the choice for Middle and Secondary Schools.

Student Mediators are successful in assisting their peers to resolve conflicts approximately 90% of the time. These programs have accounted for reductions in aggression of up to 75% on Elementary School playgrounds and 30% on Middle School playgrounds.

To support schools in their planning and implementation:

- Individual inservice and/or training of mediators provided upon request.
- Training manual provided to all schools upon request.
- After-school support network meeting organized for all Mediator Champions (staff involved in running programs).
- A proposed Senior Secondary School Credit Course "Conflict Resolution and Mediation" is in the process of being written (Appendix D).

Community Partnerships continue in the following research initiatives:

- The Collaborative Student Mediation Project conducted an evaluation of Middle School Mediation during the 1995 - 96 school year. Funding was provided by the Ministry of Education and Training. Copies of this document will be provided when in final format.

- The Collaborative Student Mediation Project will, over the course of the 1997 - 98 and 1998 - 99 school years investigate the impact of being a student mediator on Grade 5-7 students who themselves are at risk for aggressive behaviour. Approximately 20 schools from all three Boards of Education will participate in this project. A grant from the Ontario Mental Health Foundation has been awarded to the project for this research endeavour.

To support schools in their on-going efforts to create violence-free environments, future directions/initiatives will include:

- planned inservice to meet identified needs of staff;
- ongoing support and assistance to schools to implement and maintain exemplary programs;
- inservice to Board personnel to create an awareness and promote the modeling of non-violent conflict resolution; and
- programs to provide parents with the opportunity to learn conflict resolution/mediation strategies which can be used at home.

EXPULSION:

In accordance with our Board's Statement of Zero Tolerance of Violence and Expulsion Policy Statement recommendations for expulsion have come forward to the Board. Appendix F tracks the expulsions from the 94/95 school year to the present. You will note the following:

- expulsions have declined somewhat this school year;
- whereas the students expelled were represented equally between Middle School and Secondary School in 94/95, the majority of expulsions this current year shows fewer Middle School students;
- in 94/95 most expulsions resulted from the Possession and/or Use of Weapons. This year, the possession of use of weapons was significantly reduced. I believe a message is spreading through our system.
- Again, all expulsions involved male students.

READMISSION:

In total, the Board has received applications for Readmission from three students. All three students were readmitted and, to date, appear to be adhering to the Declarations of Performance in effect at their new schools.

SUSPENSIONS:

Appendix G indicates an increase in suspensions in 95/96 over the previous year. This rise was predictable as it coincided with the requirements of the Ministry of Education and Training's Violence-Free Schools Policy and the implementation of our Board's Statement of Zero Tolerance of Violence. At the same time the Smoking Policy mandated by the Ministry of Health was implemented and its enforcement has added to the increase in suspensions.

During the course of the past school year, we have undertaken two new initiatives in this area. In an attempt to improve tracking procedures and in cooperation with Computer Services, we have developed a computer screen so that all suspension data is now entered at source. Both schools and central office can track suspensions with greater detail and speed. It also permits the Superintendents of Schools to keep the system suspension profile before administrators.

Secondly, we have established an ad hoc committee of 13 principals from both panels who have undertaken the following initiatives:

- developed both elementary and secondary Case Studies to outline a typical response to a student with ongoing behavioural concerns;
- an inventory distributed to a sampling of School Councils to elicit their perspectives on the use of suspensions and alternatives;
- an informal sampling of student opinion;
- an inventory of alternatives to or interventions prior to suspension.

Future directions include the creation of a resource document for principals to accompany their Discipline Codes that outline alternatives and their sequence and a list of community resource agencies to support administrators as they continue to respond to behavioural issues.

The use of technology in this area now permits us to present the "current" year's suspension data. Appendix H examines the 96/97 school year. Although there are four weeks remaining in this school year, the data reflects a significant reduction in the number of suspensions. At this point in time, we have about a 20% reduction in the number of suspension letters. This would indicate the number of repeat suspensions is declining. In addition, the total of students suspended at this point in time have decreased somewhat over the previous year. While our Social Skills and Conflict Resolution programs are still new in our system, it is our belief that they are slowly impacting on student attitudes towards both the use of violence and their skill development in resolving conflicts.

OTHER INITIATIVES

1. Information Sharing Protocol:

In cooperation with the Youth Services Branch of the Hamilton-Wentworth Regional Police we are finalizing a draft protocol for the sharing of information on violent offenders. Recent amendments to the Young Offenders Act permit this exchange of information to ensure that the safety of others is protected. It also permits the Board to ensure that conditions of release, bail, supervision are respected and enforced within the school system.

2. Crisis Management Plan:

Two secondary sites have now completed a pilot in this area and have conducted a simulation. It is our hope in the coming year to make this plan available to all secondary schools for implementation. The example of several neighboring boards has highlighted the need for schools to be pro-active in developing an emergency response plan should a serious crisis occur at the school.

Similarly, we began work in the elementary panel at Memorial School to develop a plan that would be tailored for use with younger students. This is still in the development stage and we believe the work will be completed in the coming school year.

3. Formal Training Program for Staff Working with Exceptional Students:

Two particularly challenging groups of exceptional students with respect to controlling behaviours are those identified as Behavioural Exceptional and Autistic. The unpredictability of these students and the frequent volatile outbursts make them particularly difficult to manage at times. While we have a restraint procedure as an appendage to the system Discipline Policy, formal training has never been undertaken in the past. There is clearly a need in this area since the acting our of these students can and frequently does result in a safety risk to themselves and/or others. Both teaching staff and EAs have responded enthusiastically to training in non-violent interventions and planning for this training plan will begin early in the new school year. Besides members from the Program Department, representatives from Health and Safety and the various Unions will be involved. We believe such training will provide necessary skills to more effectively manage the behaviour of these challenging students.

ISSUE:

To inform the Trustees of the status of the Safe Schools Policy since its approval in January, 1995 and to outline the areas of expansion and refinement.

RECOMMENDATIONS:

That the annual report of the System Safe Schools Committee be received for information.

APPENDICES

Appendix A	Social Skill Programs
Appendix B	Secondary School Social Skill Programs
Appendix C	"The Good, The Bad, The Ugly: An Anger Management Curriculum for Middle Schools "
Appendix D	Senior Secondary School Credit Course - "Conflict Resolution and Mediation"
Appendix E	"The Joke's Over - Student to Student Sexual Harassment in Secondary Schools".
Appendix F	Expulsion Tracking Sheet
Appendix G	Suspension Statistics
Appendix H	1996/97 Breakdown of Reasons for Suspensions

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Social Skill Programs

SECOND STEP - A Violence-Prevention Curriculum
Preschool - Kindergarten
Grades 1-3
Grades 4-5
Grade 6-9

Comprehensive curriculum designed to reduce impulsive and aggressive behaviour in children while increasing their level of social competence. Basic skills to be taught include empathy, impulse control and anger management. Units are intended to be presented in sequence - each unit contains 15-20 lessons with some ideas for growth stranding included in a Scope and Sequence section of the teacher resource. Lessons are scripted and presented using a series of lesson cards. Each lesson card provides a lesson format which includes: preparation, lesson presentation, role plays, and follow-up. Suggestions are included for involving the home in the learning. Most effective when a whole school approach is used.

CLASSWIDE SOCIAL SKILLS PROGRAM

This program requires training sessions provided by Chedoke-McMaster. It contains a format for teaching and promoting social skills in a JK and SK classroom setting, Grades One to Three and Grades Four to Five. Suggested instructional strategies are included such as role play, modeling and recognizing appropriate displays of social skills. Scripted lessons are included but are intended to serve only as a guide. Components of the program include teaching the skill, practice, role play, reinforcement, review, home involvement, etc.

PEACE WORKS (focus is conflict resolution)

Peace-making Skills for Little Kids (K-2)
Focus is on peace education - holistic approach to skill building in an on-going process. Curriculum and creative strategies are organized according to four key concepts:

- We are all human beings. We are all similar, yet each of us is unique.
- We accept and enjoy our commonalties and celebrate our differences.
- Feelings are a common bond that all of us share. Feelings link us together as a human family.
- Peacemaking skills help us to get along as responsible members of the human family. We are all connected to the web of life.

Creative Conflict Solving for Kids (3-4)
This resource includes numerous strategies, including worksheets for students that help to develop communication skills and could be integrated into a language program. Key learnings

- Skills for conflict situations.
- Anger and the effect of anger on others.
- Ways to handle anger without hurting oneself, others or making the situation worse.
- Rules for fighting fair.
- Ways to deal with peer pressure through an "I can speak up" experience.

Creative Conflict Solving for Kids (5-9)
Many strategies including student worksheets that will assist students develop skills in brainstorming, decision-making, critical thinking and problem solving are included in this resource. Key learnings are anger control, respecting differences and successfully resolving conflicts peacefully.

LIONS-QUEST Canada

Working It Out (Kindergarten - Grade 6)
Curriculum designed to help children recognize different points of view, understand emotions, and work out their differences in a positive and peaceful manner. This is a violence prevention program that teaches conflict management skills and concepts that are reinforced and applied at each grade level. The emphasis is on helping children to

- Communicate and work well with others
- Express feelings constructively
- Treat people fairly
- Resolve disagreements peacefully.

Working Toward Peace - Grades 6-8
A curriculum designed to help students understand the behavioural process that often leads them from conflict, to anger, to violence. The structure helps young people change behaviour and establish lifelong habits of peaceful conflict resolution. Topics include: Managing our own Anger, Understanding Conflict, Managing Conflict Appropriately, and Discovering Pathways to Peace. Emphasis is placed on developing skills such as problem solving, listening, and negotiation.

FOCUS (Grade 7-12)

FOCUS is a social-emotional skills development program for classroom use. Self-esteem, tolerance, collaboration, problem solving, anger management, conflict resolution and mediation skills are developed through discussion, games, activities and role playing. Designed as a year-long curriculum to be delivered sequentially as part of classroom or advisor instructional time.

MAKING CHOICES: Life Skills for Adolescents

Making Choices is a year-long curriculum designed to help adolescents develop skills which encourage healthy and positive choices. Topics included: gender equity, cultural diversity,self esteem, communication and decision-making skills, personal integrity, relationships, personal health, and career planning.

ANGER: The Good, The Bad, The Ugly

A curriculum unit designed by the Hamilton Board Behaviour Resource Team and classroom teachers to be delivered in 20 minute segments in advisor time and practiced and reinforced throughout the school day. Focus is on the management of anger, including awareness, de-escalating skills, problem-solving, and application of the learned skills. Final draft should be available to schools by January 1997.

R.S.V.P. (Response by Schools to Violence Prevention)

THE ELEMENTARY EXPERIENCE
PLANNING GUIDE FOR THE TRANSITION YEARS
A PLANNING GUIDE FOR SECONDARY SCHOOLS

These resources offer strategies to school staff to address the issue of violence prevention with students. Using a school based planning model the manual outlines a number of approaches useful to developing a violence prevention education program based on six critical learnings. All resources support a holistic approach with the following key features: integrated curriculum, whole child focus and the principles of healthy relationships and learning connections.

Included:
- School Based Planning
- Examples for integration
- Ideas for Implementation
- Resources - annotated bibliographies

Appendix B

Secondary Schools
Social Skills/Conflict Resolution Programs

Criteria to meet Safe School Policy recommendations

- a program/curriculum component provided for **ALL** students **every year**
- a few (4-5) identified social skills/conflict resolution skills are targeted in any school year
- emphasis is on-going throughout the school year on a daily basis (not a short term unit/theme approach)
- all aspects of the learning cycle are included - **direct teaching, modelling, practise, prompting, reinforcing and evaluation**
- identified skills are incorporated into all aspects of the school community
- integrated into classroom instruction within subject discipline
- an assessment/evaluation component for the program and student progress is in place
- an action plan for implementation has been prepared
- proactive rather than reactive

Social Skill/Conflict Resolution /Violence Prevention Outcomes:

Student

- uses a variety of social skills as a regular part of daily life and assess their effectiveness
- demonstrates interpersonal, communication and problem-solving skills *(negotiation, mediation, management of conflicts, assertiveness, and ability to cope with change or frustration)* in day-to-day relationships with others
- identifies, applies and evaluates the effectiveness of various problem-solving models in specific situations *(conflict resolution, management of anger, dealing with family and peers, dealing with sexual and racial harassment, dealing with abusive or violent behaviour)*
- values diversity of people and of points of view in the school community and society
- actively promotes and models peace in the school and community
- recognizes the impact of power and control in relationships (positive & negative)
- thinks critically about current events; personal experiences; the depiction of violence in human history, the media, news coverage and literature; and the causes of violent behaviour

PLANNING/IMPLEMENTATION MODELS

MODEL 1

(A Student Directed Model)

Identify social skill(s)

- needs assessment (student/staff/parent)

↓

Action Plan

- what skill(s)?
- direct teaching of skill(s) (how? who? when?)
- ways to ensure whole school emphasis (model, practise, prompt, reinforce)
- evaluation - indicators of success
- meets criteria of Safe School Policy
- review/change as necessary

MODEL 2

Identify social skill(s)

- *needs assessment*
  data collected by Safe School Committee, Student Council/Group, School Council , etc.
- *skill focus - whole school or by grade*

School Action Plan

Direct Teaching of Identified Skill(s)

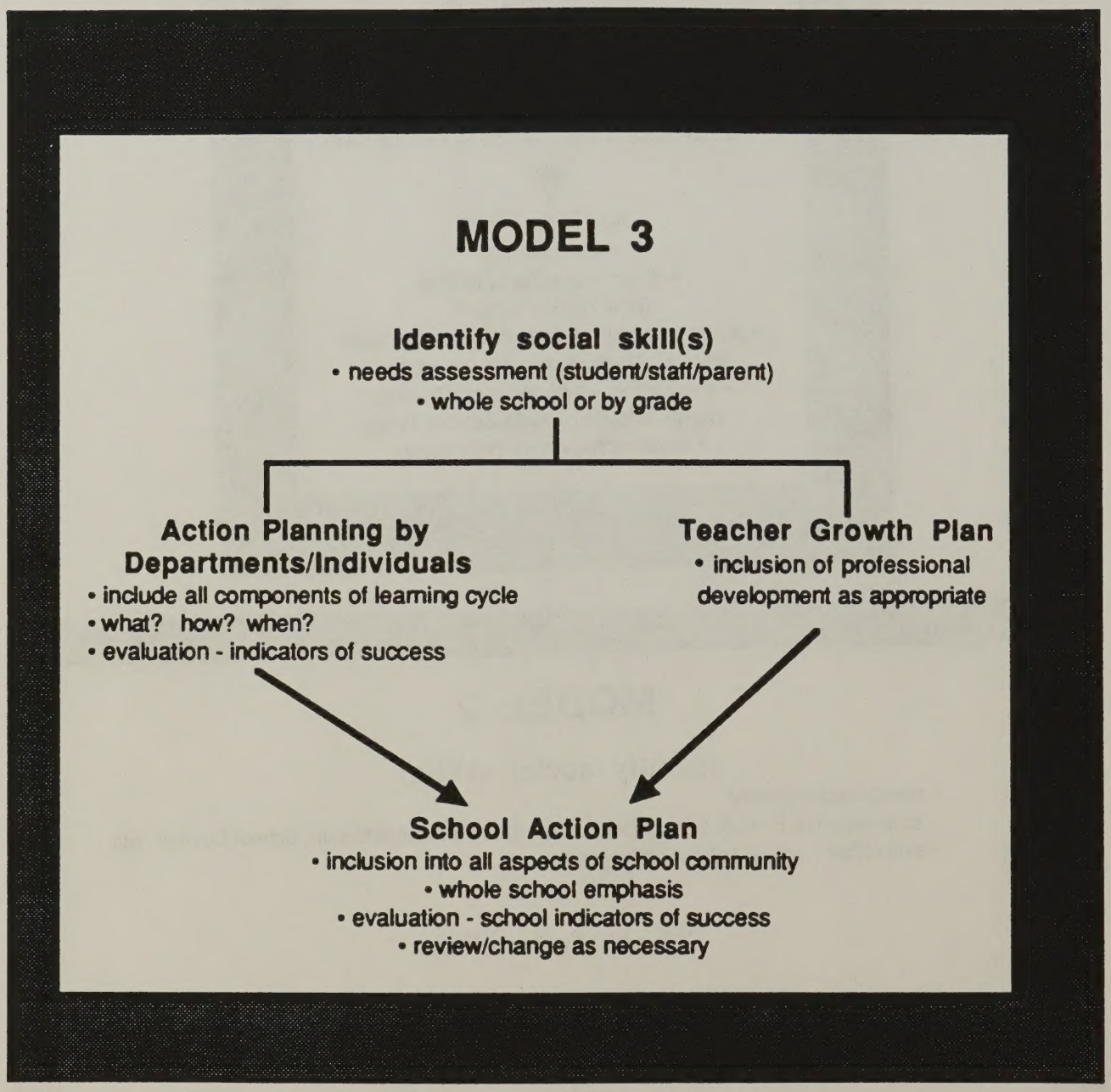
- who will teach (one person/department/students/all)
- ensure that all students will receive instruction

Student Council/Group

- whole school emphasis - how/who (model, practise, prompt, reinforce)
- evaluation - school indicators of success
- review/change as necessary

Department/Teacher

- inclusion in teacher growth plan and and department plans
- department/classroom emphasis (model, practise, prompt, reinforce)
- evaluation - indicators of success
- review/change as necessary


MODEL 3
Identify social skill(s)
• needs assessment (student/staff/parent)
• whole school or by grade
Action Planning by Departments/Individuals
• include all components of learning cycle
• what? how? when?
• evaluation - indicators of success
Teacher Growth Plan
• inclusion of professional development as appropriate
School Action Plan
• inclusion into all aspects of school community
• whole school emphasis
• evaluation - school indicators of success
• review/change as necessary

SUGGESTED SOCIAL SKILLS FOR SECONDARY SCHOOL

This is by no means an exhaustive list of skills but could serve as a place to start in thinking about social skills and student needs.

active listening
clarifying
checking for understanding
summarizing
paraphrasing
criticizing ideas, not people
disagreeing in "non-hurtful" ways
cooperation
controlling anger
negotiating
being assertive in acceptable ways
problem-solving - application to conflict resolution, managing anger, etc.
reaching agreement
consensus reaching
describing feelings when appropriate
apologizing
dealing with someone else's anger
predicting consequences of behaviour
dealing with harassment
perspective-taking
talking to others without using "put downs"
respecting the opinion of others
compromise
expressing opinions in appropriate ways
dealing with peer pressure - how to respond to

THE GOOD

THE BAD

THE UGLY

An Anger Management Curriculum for Middle Schools

The Board of Education
for the City of Hamilton

ANGER: The Good, The Bad, The Ugly

Curriculum Content

1.0 AWARENESS

1.1 Develop "feelings" vocabulary
1.2 Identify physical signs of anger
1.3 Conflict Styles - Passive, Aggressive, Assertive

2.0 DE-ESCALATING SKILLS

2.1 Internal/External Triggers
2.2 Recognizing "Silly Beliefs" (Cognitive Restructuring)
2.3 Controlling "Silly Beliefs" (Self-Talk)
2.4 Relaxation Techniques
2.5 Guided Imagery

3.0 PROBLEM-SOLVING

3.1 Problem-Solving Schema
3.2 Effective Listening - Summarizing/Paraphrasing
3.3 "I" Messages (Negotiation)
3.4 "Hassle Log"

4.0 APPLICATION

4.1 Dealing with Peer Pressure
4.2 Recognizing Differences in Perceptions
4.3 Labelling and Stereotyping
4.4 Dealing with Other People's Anger

Written by

Louise Boecker, Teacher, R.A.Riddell School
Janyce Hadala, Teacher, Westview School
Vince Martorelli, Social Worker, Behaviour Resource Team
Toni Mills, Teacher, Chedoke School
Dawn Mutton, Teacher, Behaviour Resource Team

ANGER: The Good, The Bad, The Ugly

AREA OF STUDY	GENERAL LEARNING OUTCOME	SPECIFIC LEARNING OUTCOME
AWARENESS - "Feelings" Vocabulary	*Uses Language appropriate to the situation and needs or expectations of listeners.*	**1.1 Compiles a vocabulary list of feelings to be used in appropriate situations.**
AWARENESS Signs of Anger	*Identifies and applies personal qualities and skills that contribute to success in school and in the workplace.*	1.2 Identifies physical signs of anger.
AWARENESS Conflict Styles	*Distinguishes between healthy and unhealthy lifestyles and makes choices that contribute to personal well-being.*	1.3 Differentiates assertive, passive and aggressive behaviours (the good, the bad, the ugly respectively).
DE-ESCALATING SKILLS Triggers	*Describes the nature of change and its potential for improving life.*	2.1 Recognizes internal and external triggers for anger.
DE-ESCALATING SKILLS Silly Beliefs	*Describes the nature of change and its potential for improving life*	2.2 Recognizes avoiding internal triggers (silly beliefs). Recognizes that avoidance of silly beliefs when talking to self makes calming down easier.
DE-ESCALATING SKILLS Silly Beliefs	*Describes the nature of change and its potential for improving life.*	2.3 Controls internal triggers by sensible thinking.
DE-ESCALATING SKILLS Relaxation	*Treats the body with care and respect.*	2.4 Uses relaxation techniques.
DE-ESCALATING SKILLS Meditation	*Treats the body with care and respect.*	2.5 Deduces that guided meditation is a strategy to release inner tensions and that thinking "nice" thoughts can be a strategy to "calm down".

Appendix D

Overview of Learning Outcomes and Indicators of Successful Student Performance
by: Carol Gillespie
Kathy Hibbins
Marion Spino

Senior Level Course in Conflict Resolution and Mediation

Understanding Conflict

Learning Outcomes

1.1 Describes the nature of conflict.

Indicators of Successful Student Performance

1.1.1 Defines conflict.
1.1.2 Identifies the positive and negative attributes of conflict.
1.1.3 Identifies the elements involved in conflict.
1.1.4 Identifies and describes bullying behaviors.
1.1.5 Distinguishes between assertiveness and aggression.

1.2 Identifies and describes the major components of the conflict cycle.

Indicators of Successful Student Performance

1.2.1 Explains the cyclical nature of conflict.
1.2.2 Describes the relatedness of the components.
1.2.3 Explains what perpetrates, escalates and de-escalates conflict.

1.3 Identifies, describes and interprets the basic types and sources of conflict.

Indicators of Successful Student Performance

1.3.1 Identifies and assesses the importance of typical origins of conflict: e.g., [a] belonging, power, freedom and fun (Glasser), [b] hate crimes, [c] racism.
1.3.2 Distinguishes between the basic kinds of conflict: intrapersonal, interpersonal, intragroup, intergroup.
1.3.3 Assesses the importance of sources in individual conflict situations.
1.3.4 Identifies typical conflict areas for teenagers: e.g., dating, music, school, peer pressure, turf warfare and gang affiliation
1.3.5 Identifies the kinds and causes of local, national, and international conflicts that appear in the news.

1.4 Identifies and evaluates the results of typical responses to conflict: avoidance, confrontation, problem solving.

Indicators of Successful Student Performance

1.4.1 Identifies conflict styles.
1.4.2 Assesses the influences of varying cultural perspectives on responses to conflict.
1.4.3 Analyses conflict from multiple perspectives: e.g., gender, culture, age, socio-economic situations.
1.4.4 Assesses personal responsibility and outcomes in conflict situations.

Appendix D

Overview of Learning Outcomes and Indicators of Successful Student Performance
by: Carol Gillespie
Kathy Hibbins
Marion Spino

1.5 Identifies and describes anger styles.

Indicators of Successful Student Performance

1.5.1 Describes the physical and emotional indicators of anger: e.g., flushed face, increased blood pressure, feeling trapped, feeling in the pit of the stomach.
1.5.2 Identifies the five main responses to anger styles: blockers, avoiders, blamers, aggressors, problem solvers.
1.5.3 Explains the positive and negative aspects of each style.
1.5.4 Predicts when angry situations could become violent.

1.6 Applies a personal anger management strategy.

Indicators of Successful Student performance

1.6.1 Uses an appropriate problem solving model.
1.6.2 Assesses and monitors personal reactions.

1.7 Assesses the risk for violent situations and generates peaceful solutions.

Indicators of Successful Student Performance

1.7.1 Defines violence.
1.7.2 Predicts when angry situations could become violent.
1.7.3 Generates strategies for avoiding violence.

Communication

2.1 Demonstrates effective communication skills.

Indicators of Successful Student Performance

2.1.1 Describes the communication model: sender - receiver - message - feedback.
2.1.2 Makes appropriate choices for effective communication.
2.1.3 Assesses the importance of non verbal communication: facial expression, gestures, eye contact, posture.
2.1.4 Demonstrates active listening strategies: encouraging, clarifying, restating, reflecting, summarizing, validating.
2.1.5 Identifies roadblocks to effective communication.
2.1.6 Assesses how values, perceptions, assumptions and communication style may interfere with effective communication.

2.2 Assesses the impact of communication styles on interpersonal relationships.

Indicators of Successful Student Performance

2.2.1 Describes the components of communication styles: physical space, level of language, tone.
2.2.2 Describes the relationship among communication styles, personality styles and behaviour.
2.2.3 Assesses the impact of communication styles on conflict, anger and violence.

Appendix D

Mediation Training and Practicum

3.1 Demonstrates skill as a mediator.

3.1.1 Explains the purpose of mediation in conflict situations.
3.1.2 Identifies characteristics important to a mediator.
3.1.3 Describes the role of the mediator in conflict resolution.
3.1.4 Applies communication and problem-solving skills to the mediation role.
3.1.5 Follows the established process (steps) when conducting a mediation.
3.1.6 Demonstrates flexibility and adaptability in applying the mediation process.

3.2 Applies mediation skills as a mediator in a practicum experience

3.2.1 Shows initiative in seeking out opportunities to apply mediation skills.
3.2.2 Honours the commitment to confidentiality in all mediations.
3.2.3 Compiles a databank of mediated situations during practicum.
3.2.4 Reflects and self-evaluates continually in order to improve mediation skills.

THE JOKE'S OVER — STUDENT TO STUDENT SEXUAL HARASSMENT IN SECONDARY SCHOOLS OVERVIEW

Purpose of This Package

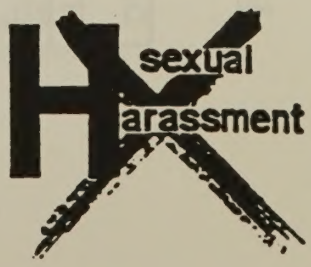
Sexual harassment is a serious problem in our communities and our schools. It is a form of violence that seriously impairs the right of students to learn and interact in a safe, affirming environment. And yet over 80 per cent of female students involved in a confidential survey of representative Ontario high schools reported that they had been sexually harassed in a school setting (see Change Project, Phase 1, 1994). Sexual harassment affected their school work, their safety, and their self-esteem.

This package contains resource materials for supervisory officers, principals and vice-principals; teachers and staff; families; and students. It was prepared as Phase 2 of a Change Agent Project involving the Ontario Secondary School Teachers' Federation (OSSTF); the Ontario Women's Directorate (OWD); and the Violence Prevention Secretariat, Ministry of Education and Training. The materials were developed in response to concerns raised in focus groups of students, teachers, parents, and administrators. Student materials were co-written with a group of Grade 10 and 11 students.

Working through these resources will help all members of the school community understand what sexual harassment is and how to put in place strategies to eliminate it. Most important of all—everyone will understand that sexual harassment is not a joke. It hurts and it is illegal.

The Ministry of Education and Training's *Violence-Free Schools Policy* (1994) states that the school environment "is both physical and social. It includes the school building, its surroundings, the people in it and the way they interact." The *Ontario Human Rights Code* and the *Violence-Free Schools Policy* make it clear that school officials have legal obligations to take sexual harassment seriously and deal with it effectively. They are required by law to take decisive measures in order to prevent or prohibit sexual harassment and other forms of unequal treatment.

By using the materials provided in this package, everyone can start to understand the seriousness of sexual harassment and work to stop it. Schools are now responding to all forms of discrimination, including sexual harassment, and are starting to take proactive measures to address it. Poster campaigns, teacher and student workshops, clear policies with serious consequences for harassment—all these are actions to prevent sexual harassment and to ensure that schools are safe, affirming places.



The Board of Education for the City of Hamilton

EXPULSION TRACKING SHEET

94/95 School Year

DATE	SEX	SCHOOL JR. MID SEC	CATEGORY OF INC.	POLICE CONTACT	DAYS SUSP.	EXP. REC.	STATUS
94/12	M	X	Poss/Use Weapon	Yes	20	Yes	Expelled —out of Province
95/03	M	X	Poss/Use Weapon	Yes	20	Yes	Expelled —incarcerated

95/96 School Year

DATE	SEX	SCHOOL JR. MID SEC	CATEGORY OF INC.	POLICE CONTACT	DAYS SUSP.	EXP. REC.	STATUS
95/09	M	X	Poss. of Weapon	Yes	20	Yes	No Exp - employment
95/11	M	X	Ext. Vandalism	Yes	20	Yes	Expelled–admitted to RCSSB
95/11	M	X	Ext. Vandalism	Yes	20	Yes	Expelled–Readmitted 04/97
95/11	M	X	Poss/Use Weapon	Yes	20	Yes	Expelled–Readmitted 12/96
95/11	M	X	Poss. of Weapon	Yes	20	Yes	Modified Rec.,– in school
96/01	M	X	Poss. of Weapon	Yes	20	Yes	Expelled
96/03	M	X	Poss. of Weapon	Yes	20	Yes	Exp.–admitted to another Brd
96/03	M	X	Poss. of Weapon	Yes	20	Yes	Expelled
96/03	M	X	Poss/Use Weapon	Yes	20	Yes	Expelled
96/03	M	X	Poss/Use Weapon	Yes	20	Yes	Expelled–Readmitted 01/97

96/97 School Year

DATE	SEX	SCHOOL JR. MID SEC	CATEGORY OF INC.	POLICE CONTACT	DAYS SUSP.	EXP. REC.	STATUS
96/06	M	X	Assault	Yes	20	Yes	Expelled 10/96
96/06	M	X	Assault	Yes	20	Yes	Expelled 10/96
96/06	M	X	Assault	Yes	20	Yes	Expelled 10/96
96/06	M	X	Assault	Yes	20	Yes	Expelled 10/96
96/11	M	X	Assault	Yes	20	Yes	No Exp.-changed schools
96/11	M	X	Poss/Threat	Yes	20	Yes	Expelled 10/96
96/11	M	X	Poss/Threat	Yes	20	Yes	Expelled 01/97
97/01	M	X	Poss/Threat/Asslt	Yes	20	Yes	Expelled 04/97

Appendix G

SUSPENSION STATISTICS

1.0 NUMBER OF SUSPENSION **LETTERS**

YEAR	ELEM MALES	ELEM FEMALES	SEC MALES	SEC FEMALES	TOTAL
1996/97*	1219	268	1008	316	**2811**
1995/96	1687	372	1074	246	**3379**
1994/95	675	80	439	106	**1300**
1993/94	832	137	523	139	**1631**
1992/93	601	111	459	93	**1264**
1991/92	429	45	441	97	**1012**
1990/91	432	40	333	69	**874**

	1995/96		**1996/97***	
	MALES	**FEMALES**	**MALES**	**FEMALES**
JK-5	n/a		348	
6-8	n/a		815	
OTHER GR.	n/a		324	
TOTAL	**1687**	**372**	**1219**	**268**
TOTAL ELEM	**3379**		**2811**	
COMP	798	185	1023	
VOC	268	57	301	
ALT. ED.	8	4		
TOTAL	**1074**	**246**	**1008**	**316**
TOTAL SEC.	**1320**		**1324**	

*Data as of May 27/97. Of the 1487 Elementary suspensions, 523 were for students deemed Exceptional. Of the 1324 Secondary suspensions, 324 were for students deemed Exceptional.

Appendix G

2.0 NUMBER OF SUSPENDED **STUDENTS**

YEAR	ELEM MALES	ELEM FEM	SEC. MALES	SEC. FEM	TOTAL	TOTAL STUDENT POP'N
1996/97*	696	168	729	236	1829	40,660
1995/96	927	245	754	184	2110	41,139
1994/95	415	56	335	86	892	41,210
1993/94	540	96	408	111	1155	41,152
1992/93	403	74	344	76	897	41,057
1991/92	288	36	357	84	765	40,822
1990/91	280	31	267	56	634	40,284

*Data as of May 27/97. Of the 864 Elementary students suspended, 254 were for students deemed Exceptional. Of the 965 Secondary students suspended, 226 were for students deemed Exceptional.

3.0 NUMBER OF **TIMES** FOR SUSPENSIONS

ELEMENTARY	1995/96		1996/97*	
	MALES	FEMALES	MALES	FEMALES
ONCE	565	179	447	110
TWICE	177	32	112	33
THREE TIMES	80	14	57	14
FOUR TIMES	50	8	45	5
FIVE TIMES	21	6	19	6
SIX TIMES	15	2	13	0
SEVEN +	18	4	3	0
TOTALS	**926**	**245**	**696**	**168**

SECONDARY	1995/96		1996/97*	
	MALES	FEMALES	MALES	FEMALES
ONCE	565	179	543	191
TWICE	177	32	125	28
THREE TIMES	80	14	43	6
FOUR TIMES	50	8	9	7
FIVE TIMES	21	6	5	2
SIX TIMES	15	2	3	1
SEVEN +	18	4	1	1
TOTALS	**754**	**184**	**729**	**236**

*Data as of May 27/97. Of the 864 Elementary students suspended, 254 were students deemed Exceptional. Of the 965 Seoondary students suspended, 226 were for students deemed Exceptional.

Appendix H

1996/97*
SUMMARY OF SUSPENSIONS BY **REASONS**

	PERSIST TRUANCY (LATES)	OPPOS. TO AUTH. (SMOKING)	NEGLECT OF DUTY	DEST. OF SCHOOL PROP. (VANDAL)	PROFANE LANG.	INJUR'S COND'CT	VIOLENT INCIDENT
ELEM MALES	11	246	47	26	120	708	61
ELEM FEMALES	19	56	9	21	31	128	5
SEC. MALES	90	270	19	22	135	439	33
SEC. FEMALES	42	91	14	7	33	124	5
TOTALS	**161**	**663**	**89**	**76**	**319**	**1399**	**104**
PERC.	**5.7%**	**23.5%**	**3.1%**	**2.7%**	**11.3%**	**49.7%**	**3.6%**

*Data as of May 27/97.

Further breakdown by school on the following 2 pages.

ST3C THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON MAY 27, 1997

FROM SEP 01, 1996 TO MAY 27, 1997

SUMMARY OF SUSPENSIONS BY SCHOOL AND REASONS

	PERSISTANT TRUANCY (LATES)	OPPOSITION TO AUTHORITY (SMOKING)	NEGLECT OF DUTY	DESTRUCTION OF SCHOOL PROPERTY	PROFANE LANGUAGE	INJURIOUS CONDUCT	VIOLENT INCIDENT
A.C.E.S.	2	16	15	1	12	19	1
A.M. CUNNINGHAM SCHOOL	-	-	-	-	-	5	1
ADELAIDE HOODLESS	-	1	-	-	-	-	-
ALLENBY SCHOOL	-	1	-	-	-	7	1
BARTON	7	7	-	1	4	34	3
BENNETTO SCHOOL	3	64	7	-	11	44	-
BUCHANAN PARK SCHOOL	-	-	-	-	-	-	-
BURKHOLDER DRIVE SCHOO	-	3	-	-	2	2	2
C.B. STIRLING SCHOOL	-	3	-	1	-	20	1
CARDINAL HEIGHTS SCHOO	-	6	1	2	4	29	5
CENTENNIAL SCHOOL	-	1	-	-	3	11	-
CENTRAL SCHOOL	-	-	-	-	-	-	-
CHEDOKE SCHOOL	1	28	3	7	16	43	-
DALEWOOD SCHOOL	-	1	-	-	3	7	1
DELTA	1	9	2	2	10	32	1
DR. J. E. DAVEY SCHOOL	-	-	-	-	-	15	-
EARL KITCHENER SCHOOL	-	-	-	-	1	5	-
EASTMOUNT PARK SCHOOL	-	-	-	-	-	2	-
ELIZABETH BAGSHAW SCHO	-	-	1	2	3	8	-
FAIRFIELD SCHOOL	-	-	-	-	-	-	-
FERNWOOD PARK SCHOOL	-	-	-	-	-	-	-
FRANKLIN ROAD SCHOOL	-	3	-	-	-	4	-
G.L. ARMSTRONG SCHOOL	-	11	-	1	7	34	-
GEORGE R. ALLAN SCHOOL	-	-	-	-	-	-	-
GEORGES-P-VANIER	2	2	1	-	5	28	-
GIBSON SCHOOL	-	-	-	2	-	9	-
GLEN BRAE SCHOOL	-	8	-	-	2	13	2
GLEN ECHO SCHOOL	-	-	-	-	-	1	-
GLENDALE	36	58	-	-	1	32	2
GORDON PRICE SCHOOL	-	-	-	-	-	-	-
HAMPTON HEIGHTS SCHOOL	1	2	1	5	3	7	-
HELEN DETWILER SCHOOL	-	-	-	-	-	14	-
HESS STREET SCHOOL	-	1	1	-	1	1	-
HIGHVIEW SCHOOL	1	-	-	-	-	9	-
HILL PARK	1	28	-	2	4	45	2
HILLCREST SCHOOL	1	21	-	2	7	32	7
HILLSDALE SCHOOL	-	-	-	-	-	1	-
HOLBROOK SCHOOL	-	-	-	-	-	3	-
HUNTINGTON PARK SCHOOL	-	1	-	-	-	3	-
JAMES MACDONALD SCHOOL	-	-	-	-	-	2	-
KING GEORGE SCHOOL	-	-	-	-	-	18	-
LAKE AVENUE SCHOOL	-	1	-	1	-	19	5
LAWFIELD	1	7	2	3	7	24	3
LINCOLN M. ALEXANDER	-	-	-	-	-	-	-
LINDEN PARK SCHOOL	-	-	-	-	-	8	-
LISGAR SCHOOL	-	-	-	-	-	-	-
LLOYD GEORGE SCHOOL	-	3	-	-	-	8	-
MEMORIAL SCHOOL	-	16	3	-	16	82	-
MOUNTAIN SEC. SCHOOL	22	31	3	16	25	65	8
MOUNTVIEW SCHOOL	-	-	-	-	-	2	-
NORWOOD PARK SCHOOL	-	-	-	-	-	2	-
PARKDALE SCHOOL	-	-	-	-	1	-	-

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
FROM SEP 01, 1996 TO MAY 27, 1997
SUMMARY OF SUSPENSIONS BY SCHOOL AND REASONS

MAY 27, 1997

	PERSISTANT TRUANCY (LATES)	OPPOSITION TO AUTHORITY (SMOKING)	NEGLECT OF DUTY	DESTRUCTION OF SCHOOL PROPERTY	PROFANE LANGUAGE	INJURIOUS CONDUCT	VIOLENT INCIDENT
PARKVIEW SCHOOL	2	13	-	-	41	54	21
PAULINE JOHNSON SCHOOL	-	-	2	-	-	3	-
PEACE MEMORIAL SCHOOL	-	-	-	-	-	2	-
PRINCE OF WALES SCHOOL	-	9	-	-	6	13	4
PRINCE PHILIP SCHOOL	-	-	-	-	1	-	-
QUEEN MARY SCHOOL	2	17	-	3	6	39	1
QUEEN VICTORIA SCHOOL	-	-	-	-	-	-	-
QUEENSDALE SCHOOL	-	-	-	-	-	-	-
R.A. RIDDELL SCHOOL	-	2	14	2	-	11	4
RED HILL SCHOOL	-	-	-	-	1	6	-
RICHARD BEASLEY SCHOOL	2	-	-	-	-	3	1
RIDGEMOUNT SCHOOL	-	3	-	-	-	1	-
ROBERT LAND SCHOOL	2	5	-	-	1	8	-
ROSEDALE SCHOOL	-	-	-	-	-	-	-
ROXBOROUGH PARK SCHOOL	-	5	1	-	-	19	2
RYCKMAN'S CORNERS SCHO	-	-	-	-	-	-	-
RYERSON SCHOOL	-	2	-	-	1	9	-
SANFORD AVE SCHOOL	-	7	-	-	-	14	-
SCOTT PARK	10	4	1	1	22	48	-
SENECA SCHOOL	-	-	-	-	-	2	1
SHERWOOD	22	52	-	3	3	42	-
SHERWOOD HEIGHTS SCHOO	-	-	-	-	2	3	-
SIR ALLAN MACNAB	11	44	6	-	6	26	-
SIR ISAAC BROCK SCHOOL	-	-	-	-	1	3	-
SIR JOHN A. MACDONALD	12	72	12	2	15	79	-
SIR WILFRID LAURIER	-	-	-	-	2	2	-
SIR WINSTON CHURCHILL	1	4	1	2	15	35	-
STINSON STREET SCHOOL	-	-	-	-	-	12	2
STRATHCONA SCHOOL	-	-	-	-	-	7	-
THORNBRAE SCHOOL	-	-	-	-	1	4	-
TWEEDSMUIR SCHOOL	13	10	5	4	14	67	17
VERN AMES SCHOOL	-	1	-	-	-	2	-
VISCOUNT MONTGOMERY	-	5	-	1	2	17	2
W.H. BALLARD SCHOOL	-	6	-	3	8	44	2
WESTDALE	3	13	7	-	6	21	-
WESTMOUNT	2	24	-	-	11	22	1
WESTVIEW SCHOOL	-	28	-	-	3	21	1
WESTWOOD SCHOOL	-	4	-	-	1	2	-
WOODWARD SCHOOL	-	-	-	7	2	9	-
REASON TOTALS.....	161	663	39	76	319	1,399	104

SUSPENSION LETTERS... 2,811

Appendix H

DATE: 1997 June 10

TO: Chairman and Members
Operations and Finance Committee

FROM: Merv Matier, Interim Director of Education & Secretary
PREPARED BY: Pat Gillie, Superintendent of Administrative & Operational Services

RE: **SIR ALLAN MACNAB SECONDARY SCHOOL, PAINTING OF LOCKERS AND CERTAIN ROOMS**

REPORT: Information and Decision

BACKGROUND:

During July and August 1996, painting of lockers and of three rooms (staff room, cafeteria, office) was carried out at Sir Allan MacNab Secondary School through monies raised by the School. A large percentage of the student lockers were in need of repair and many were covered in graffiti or needed to be repainted. The School wanted to improve student pride and decided to use money raised by students in fund raising. The Principal realized that meeting certain conditions in terms of liabilities, specification requirements and other regulations was important to any such work. In order to carry out this needed work and to be in compliance with insurance requirements, plant specifications, and other obligations, the Principal sought help from Board staff. The School was interested in involving its own students as part of this work. At the same time, the School made application to S.E.E.P. - Summer and part-time Employment Experience Program , Citizen Action Group.

The work was completed, with the involvement of Board Staff to work with the school. In the process of this work being carried out several matters of policy and procedure became issues. It has been and will continue to be important to confront these issues as we all learn how to get our work done differently. The reality of fewer dollars through grant and tax, and the possibility of replacement revenues through fund raising, special grant programs, volunteer service and services to schools, and the role of School Councils makes it necessary that we seriously consider all of these resources. A chronology of the events associated with this work is provided. (Appendix A)

ISSUES AND CONCERNS:

Over the course of the summer this project became a matter of concern for a number of people. By the end of the summer, a number of issues had developed to the point where a more thorough review was required. Superintendent P. Gillie interviewed the key people who were involved with this project. In preparing this report the interview information and any reports provided by staff were used.

As indicated at the beginning of the summer, when this project was considered, school initiated projects financed by fund raising or through volunteer service, are likely to become far more prevalent in the next few years. The role and responsibility of all players in such work is critical to understand. The question of accountability can not be ignored. In the final analysis, the Board of Education for the City of Hamilton remains accountable. The question then, as to what is the best way to manage school initiated projects must be answered through clear policy and procedure.

The section that follows uses the experience from this project to summarize issues and concerns with such projects in five ways:

- Relation to Collective Agreements
- Difference in Interpretations
- Ad Hoc adherence to Procedures
- Time and Task
- Roles and Responsibilities

1. *RELATION TO COLLECTIVE AGREEMENTS*

At the same time as this project was proceeding, the Board was in negotiation with the Bargaining Committee of C.U.P.E.. While the project that was initiated and being supported was the painting of the lockers, additional painting of rooms was also undertaken by the School. Additional painting was likely of concern because C.U.P.E. desired to discuss this matter at the bargaining table. As well, the hiring by the school of students through summer work groups to paint on an incidental basis or undertake other activities normally associated with a specific bargaining group, may give rise to concerns.

2. *DIFFERENCE IN INTERPRETATION OF SCOPE OF PROJECT, METHODS, REGULATIONS AND CORPORATE PROCEDURES*

Throughout the process there were a number of instances when there were significant differences in opinion between School Staff and Board Staff in how the work should be carried out. In seeking prices, the School initially may not have specified enough detail to be quoted a price that would cover all the necessary specifications. The School was seeking a way to get the job done over the summer, with the use of students, and may have been prepared to accept a price within its budget without fully realizing the shortfall of quoted figures. The School preference was to be able to consider an alternative method that was in the opinion of Plant staff inferior. With input from Plant Staff a suitable method was agreed upon. The resulting price was more than the School had budgeted.

The Board, is required to follow all regulations when carrying out repair, upgrade and maintenance work. Staff work with these requirements every day and must comply.

These differences became pronounced over the meeting of lead abatement procedures and the requirements of the Ministry of Labour. While the project was a School initiated project, the Board would ultimately be held accountable for meeting regulated requirements. The lead advisory issued at the end of June, by several Ministries in combination with the School hoping to use students to remove and apply paint made it imperative that current and correct procedures were followed.

The conditions in which the work was carried out were different than the contractor had normally used and the resulting abatement requirements presented a problem. At one point, staff in the school complained of fumes.

3. *AFTER THE FACT ATTEMPTS TO FOLLOW PROCEDURE AND UNCLEAR UNDERSTANDING OF PROJECT*

The School, in considering the feasibility of the project sought prices on the work before involving Board Staff. Based on these early inquiries the School had a certain expectation about the cost of the work, without being fully aware of the scope of the work or the specifications that would be required. Realizing the significance of these types of initiatives and the likelihood that there would be many more, Board staff felt that it was important to work with the School to support its initiative. This resulted in finding ways to proceed within the goals and budget that the School was trying to meet.

4. *TIME AND TASK - PLANNING, PRIORITY AND RESOURCES*

The effort to support this project highlights the need for planning and determining the order of priorities. The supervisory resources required for maintenance, repair and improvement projects is underestimated. Staff across several disciplines are required to support this type of work. Plant, Insurance, Health and Safety, Purchasing, and Human Resources are all necessary to coordinate projects and insure that work is carried out within policy and regulation. Currently Administrative & Operational Services has 1/3 less staff, a backlog of RRM work due to lack of funding, a list of projects identified by Principals through the budget process, and an ongoing list of needs as schools continue to change priorities for any number of reasons. The addition of school initiated projects from fund raising compounds the problem of time and task and what is the most important priority.

The school is the centre of our work and this would dictate then that school projects take priority. This belief is difficult to balance when measured against building structures and mechanical and electrical conditions that require immediate attention for safety reasons or regulatory notices to comply. The simple answer for many people is to provide a check list of what is required in order to carry out self initiated projects. The locker painting illustrates the number of times experienced input is required when working out the scope of a project. The question of what to compromise on is very serious. While eliminating steps may result in a project being done within the school funded budget, the fallout when the work breaks down or doesn't hold up to large scale use (as opposed to residential use) becomes more costly (to the Board) in the long run.

5. *ROLES AND RESPONSIBILITIES*

During this project the predominant belief was that the work can be done for far less than Board staff estimate. The belief is based on work being done through personal experience, the way one might carry out work in ones household. Volunteer labour or the use of students to carry out some projects, such as installing electrical outlets is often cited as the way to go. While these may be viable solutions, it must be understood that the risk for the Board increases under these circumstances. It may be comforting to believe that these projects are school initiated and allow the school to bring about an improvement that it wants, at no additional cost to the Board. The corporate accountability and liability of the School Board remains, even though the school initiated the project.

CONCLUSIONS

The reality of fewer dollars through grant and tax, and the possibility of replacement revenues can not be overlooked. Most staff believe that school initiated projects supported through fund raising and other methods of financing is positive and will assist schools in achieving improvements and acquiring equipment that may otherwise not be attainable within the current financial climate. In many ways school initiated projects have always been supported. What is changing is the degree to which these projects will become major and the emphasis that School Councils may have on how school initiatives are carried out. Until process, priority and responsibility can be better organized school initiated projects should not be permitted without appropriate authorization. In essence, a limited number of projects could be considered with the view to working out a process that will meet the needs of schools and satisfy the corporate responsibilities that the Board of Education must fulfill as a public body regulated by certain Acts and Regulations.

RECOMMENDATION:

A process to review school initiated projects be established to assist in overcoming the issues and concerns illustrated in this pilot. In connection with this, a criteria for priority ranking in terms of the allocation of available resources to these projects will be necessary.

Appendix A

CHRONOLOGY

Following is a chronology of the events associated with this work.

DATE	EVENT
Late June 1996	- School decides to allocate $15,000 from fund raising toward painting lockers - school staff involved are instructed by the Principal to contact Board Staff to find out the procedure
Late June 1996	- SAM Teacher Advisor contacted Plant to inquire into the procedure for getting lockers repaired and painted - Teacher advised of who to contact for repairs and of painting firms we use for locker painting - Plant advised that a 2 stage epoxy paint that is electro-staticly applied be used, to do anything else would not last long and result in the need to repaint again - Plant also advised the School that any firm used must meet our Insurance and WCB requirements and to contact Insurance on this topic
July 2 to 5, 1996	- the quotes for painting, not including repairs, came in higher than the school had budgeted for this work, the school informed Plant that as a result the project would not proceed, - in order to work with the school Plant indicated it would be able to do locker repairs under its repair budget, this made the project feasible for the school and insured that the proper and recommended method of paint application would be used - Plant worked with school to consider quotes and quality of work
July 9, 1996	Plant issues RRM to repair 1436 lockers and supply and install new numbers
July 10, 1996	- D. Sage visited Sir Allan MacNab to speak with Principal about Insurance requirements
July 11, 1996	- Director became aware of project and inquired of Superintendent of Administrative and Operational Services what was known about the project, - Superintendent indicated she knew an inquiry was made to Insurance about requirements and that she advised Insurance that with consultation such a project would be worth piloting - Director arranged for the Principal to meet in his Office the next day - Superintendent reviewed with staff what further information was known
July 11, 1996	- after reviewing with Plant staff, P. Gillie reported the following information back to the Director: the events cited for late June to July 5 had taken place, Plant Staff stressed that the proper application of paint was important and felt this was a good project and a good way to work with schools at getting certain kinds of repairs and upgrades completed that would otherwise not be done because of no funds - in reviewing with staff some questions about who would do the work, the use of students came up - as there were a number of unclear understandings a meeting with the Principal was arranged - P. Gillie advised the Director that this school initiative was a small example of the kinds of initiatives we should expect as a result of schools and Home and Schools doing more fund raising, and the installation of School Councils - P. Gillie advised that working through this project in concert with the school would help all identify the elements of procedures that are well established and those that require changes, clearer definition and wider understanding

CHRONOLOGY CONTINUED:

July 12, 1996	- meeting in Director's Office with Principal and Board Staff to review intention of project - the reason for the project and the financing of it was outlined - the School's hope to use students was also indicated, along with some concerns about what students would be able to do - it was agreed that this project was worth following through because it was good for the school and it would be a good pilot to determine the issues involved with "co-funded or co-sponsored" projects, improvements or repairs for schools - a further meeting of School Staff, Plant Staff and Insurance Staff was planned in order to review the scope of the project and determine involvement of staff
July 15, 1996	- Regulated Substance Response Team takes paint samples from lockers to be sanded in order to have the paint content tested for lead, this is procedure for all work, the use of students, especially in light of the recent directive from the Ministry of Education about lead content in products, made it particularly necessary that testing took place - two of the three colours had lead content such that abatement procedures were required - the required procedures were written up by the Supervisor of Regulated Substance so that they could be included with the tender to be issued for the locker painting
July 17, 1996	- meeting of Principal and Teacher Rep from Sir Allan MacNab with Superintendent - Administrative and Operational Services, Supervisor Maintenance and Manager Property to review project plan - after clarifying the status of plans for this work and specifications with regard to type of work and insurance requirements it was agreed to proceed with the locker painting project - the School raised the intent to use students as much as was possible with this project, the goal was to have students sand the rusted out bottoms, - the school was advised of the need to provide proper preparation and training of students with regard to health and safety requirements , advice to contact B. Urie was given - the School also shared its intent to apply for a Federal Government Grant to use students to paint, at this time the details were not known, it appeared that the proper applications had to be acquired - it was agreed to focus on the locker repairs as this was the priority and assistance had already been provided - Plant and Insurance staff were to work with the School to see that the locker painting was carried out according to Board requirements and School Goals
July 19, 1996	Plant Staff and School Staff visited a site where lockers had been painted using the recommended process - Plant and School staff were satisfied with what they saw

CHRONOLOGY CONTINUED:

July 22, 1996	Plant Staff issued a Purchase Order to paint the lockers as per the quote ($15,749.33) and as per General Procedures, including lead sanding procedures, required by Plant
July 25, 1996	Board Health and Safety Officer provided WHMIS training for students who were going to help with the lockers by sanding the bottoms
July 25 to August 26	- several problems were encountered with respect to lead abatement and its effect on the painting process to be used, while the building was still occupied with staff carrying out their regular duties - because students were involved, Plant staff wanted to be certain that the procedures being followed were correct and contacted the Ministry of Labour to review procedures - because of the quantity or lockers and the fact that the building was not shut down the procedures required by the Ministry of Labour were stringent and beyond what the painting company has normally done, (generally the work is carried out after hours and in unoccupied spaces) - the Regulated Substance Team carries out all abatement procedures, or contracts to have procedures carried out under its supervision - in that Staff were trying to work with the school to make this school initiated project a success, it was agreed that the Response Team would carry out the abatement procedures, provide proper enclosures where required and assume the cost for these procedures as they would for any other project
August 7 to August 12	- The Painting Contractor felt it could not carry out the abatement procedures as required by the Ministry of Labour for the conditions in which the painting, was taking place, at the price agreed for painting , it offered a credit of $2.50 per locker if the board would complete the sanding
July 25 to August 26	- at the same time as the painting of the lockers was being carried out with the support of Plant Staff and Insurance Staff, the School carried out painting of the staff room, cafeteria, and office through a grant obtained from the Federal Government and for using students - some of the procedures to be carried out required that abatement again be used because of the lead content in the paint being removed from door frames and some moldings, when this was observed by Plant Staff there was no choice but to intercede and insure that proper protections were being followed
August 26, 1996	- the painting of the lockers was complete

TO: The Chairman and Members of
Operations and Finance Committee
1997-06-10

FROM: Lucy Veerman, Acting Senior Financial Officer and Treasurer

PREPARED BY: Irene Polidori, Manager, Financial Services

RE: Interim Financial Status Report - May 15, 1997

REPORT: Information

BACKGROUND:

We have prepared the Interim Financial Status Report for the four and one-half month period ended May 15, 1997. The report contains a summary of the expenditures and revenues for the Board as of that date. We have also provided additional information on expenditures and revenues by Superintendent for the current period.

The Financial Status Report was prepared using a modified cash basis. This method of reporting records expenditures and revenues as they are paid or received. Commitments are included in the expenditures.

ISSUE:

To review the financial status of the Board of Education for the City of Hamilton for the four and one-half month period ended May 15, 1997, using the modified cash basis.

RECOMMENDATION:

That the report be received for information.

ATTACHMENT:

The Interim Financial Status Report for May 15, 1997.

The Board of Education for the City of Hamilton
Interim Financial Status Report - Modified Cash Basis
For the Period Ended May 15, 1997

EXPENDITURES		Admin. & Operational Services 1997	Admin. & Operational Services 1996(Apr.30)*	Human Resources 1997	Human Resources 1996(Apr.30)*	Financial Services 1997	Financial Services 1996(Apr.30)*	Total 1997	Total 1996(Apr.30)*
Remuneration									
Salaries & Wages	$	1,066,452	917,715	60,726,246 **	1,813,537	518,601	519,194	66,697,845	66,732,575
Employee Benefits		0	0	7,807,241	6,353,007	0	0	7,807,241	6,353,007
	Actual	1,066,452	917,715	68,533,487	8,166,544	518,601	519,194	74,505,086	73,085,582
	Budget	2,927,126	2,922,550	191,254,593	31,486,814	1,626,955	1,670,295	208,337,727	214,821,494
	% Spent	36.4%	31.4%	35.8%	25.9%	31.9%	31.1%	35.8%	34.0%
Fixed									
Energy		2,533,479	2,098,310	0	0	0	0	2,533,479	2,098,310
Debt Charges		0	0	0	0	291,281	223,866	291,281	223,866
Capital Lease		1,657,077	818,803	0	0	0	0	1,660,401	818,803
Fees & Contractuals		0	0	0	0	1,242,461	1,993,204	1,308,151	2,043,572
Tuition Fees		0	0	0	0	1,583	0	1,583	0
Charge Back of Taxes		0	0	0	0	1,192,407	1,324,863	1,192,407	1,324,863
	Actual	4,190,556	2,917,113	0	0	2,727,732	3,541,933	6,987,302	6,509,414
	Budget	8,783,667	8,998,667	0	0	17,191,710	17,006,523	26,343,494	26,337,299
	% Spent	47.7%	32.4%	0.0%	0.0%	15.9%	20.8%	26.5%	24.7%
Variable									
Consumables									
Travel Expense		7,132	4,701	5,273	5,667	41	625	44,064	49,442
Personnel Training		3,919	4,573	5,195	9,777	3,504	2,184	30,892	32,590
Bursaries & Student Aid		0	0	0	0	0	0	30,715	37,342
Books, Films & Software		43,701	7,552	3,900	2,380	465	594	160,280	75,912
Supplies & Services		1,030,710	703,123	112,980	85,373	41,087	28,031	2,588,290	1,808,972
Other Expense		0	252	927	1,270	67,142	346,135	185,461	458,345
		1,085,462	720,201	128,275	104,467	112,239	377,569	3,039,702	2,462,603
Contractuals									
Rentals - Other		0	270,154	2,561	1,621	0	0	19,993	282,111
Fees & Contractuals - Other		15,706	15,927	56,825	45,266	42,946	21,625	194,682	109,334
		15,706	286,081	59,386	46,887	42,946	21,625	214,675	391,445
Capital									
Repairs, Bldgs. & Grounds		831,572	1,030,042	0	0	0	0	831,572	1,030,110
New/Repl. Equipment - Other		102,539	34,885	13,073	3,812	0	0	164,044	84,757
Capital from Current		125,517	385,014	0	0	0	0	126,108	385,492
Permanent Improvements		4,494	3,357	0	0	61,884	186,876	66,599	195,901
		1,064,122	1,453,298	13,073	3,812	61,884	186,876	1,188,323	1,696,260
Other									
Transfer to Reserves		0	0	0	0	0	0	0	0
	Actual	2,165,290	2,459,580	200,734	155,166	217,069	586,070	4,442,700	4,550,308
	Budget	8,865,601	7,702,129	580,038	751,877	1,533,266	1,309,817	17,889,446	16,767,658
	% Spent	24.4%	31.9%	34.6%	20.6%	14.2%	44.7%	24.8%	27.1%
TOTAL ACTUAL	$	7,422,298	6,294,408	68,734,221	8,321,710	3,463,402	4,647,197	85,935,088	84,145,304
TOTAL BUDGET	$	20,576,394	19,623,346	191,834,631	32,238,691	20,351,931	19,986,635	252,570,667	257,926,451
	% Spent	36.1%	32.1%	35.8%	25.8%	17.0%	23.3%	34.0%	32.6%

* Expenditures for the period ended May 15, 1996 were not readily available in Superintendency format.

** Salaries & Wages for school personnel, budgeted in 1996 under Superintendents of Schools, are budgeted in 1997 under Superintendent of Human Resources.

The Board of Education for the City of Hamilton

Interim Financial Status Report - Modified Cash Basis
For the Period Ended May 15, 1997

EXPENDITURES		Director & Secretary 1997	Director & Secretary 1996(Apr.30)*	Program Services 1997	Program Services 1996(Apr.30)*	Superintendents of Schools 1997	Superintendents of Schools 1996(Apr.30)*	French Language Section 1997	French Language Section 1996(Apr.30)*
Remuneration									
Salaries & Wages	$	203,193	229,131	3,113,617	3,325,279	135,523	58,973,884 **	934,213	953,835
Employee Benefits		0	0	0	0	0	0	0	0
	Actual	203,193	229,131	3,113,617	3,325,279	135,523	58,973,884	934,213	953,835
	Budget	632,790	651,739	8,743,719	8,854,962	489,892	166,460,917	2,662,652	2,774,217
	% Spent	32.1%	35.2%	35.6%	37.6%	27.7%	35.4%	35.1%	34.4%
Fixed									
Energy		0	0	0	0	0	0	0	0
Debt Charges		0	0	0	0	0	0	0	0
Capital Lease		0	0	3,324	0	0	0	0	0
Fees & Contractuals		0	0	46,524	26,467	0	0	19,166	23,901
Tuition Fees		0	0	0	0	0	0	0	0
Charge Back of Taxes		0	0	0	0	0	0	0	0
	Actual	0	0	49,848	26,467	0	0	19,166	23,901
	Budget	0	0	96,394	90,000	0	0	271,723	242,109
	% Spent	0.0%	0.0%	51.7%	29.4%	0.0%	0.0%	7.1%	9.9%
Variable									
Consumables									
Travel Expense		7,736	8,189	13,728	17,793	9,488	11,491	666	976
Personnel Training		5,866	6,691	5,473	4,278	5,670	4,401	1,265	686
Bursaries & Student Aid		0	0	29,965	36,832	0	0	750	510
Books, Films & Software		417	85	28,806	29,742	79,744	34,141	3,247	1,418
Supplies & Services		19,253	15,631	112,773	129,042	1,247,711	823,335	23,776	24,437
Other Expense		78,479	76,807	35,757	31,681	3,026	1,700	130	500
		111,751	107,403	226,502	249,368	1,345,639	875,068	29,834	28,527
Contractuals									
Rentals - Other		0	0	15,745	7,705	1,687	1,251	0	1,380
Fees & Contractuals - Other		15,470	14,949	61,441	10,863	0	0	2,294	704
		15,470	14,949	77,186	18,568	1,687	1,251	2,294	2,084
Capital									
Repairs, Bldgs. & Grounds		0	0	0	0	0	68	0	0
New/Repl. Equipment - Other		471	0	19,452	41,628	27,889	3,660	620	772
Capital from Current		0	0	0	0	591	478	0	0
Permanent Improvements		0	0	0	0	221	5,668	0	0
		471	0	19,452	41,628	28,701	9,874	620	772
Other									
Transfer to Reserves		0	0	0	0	0	0	0	0
	Actual	127,692	122,352	323,140	309,564	1,376,027	886,193	32,748	31,383
	Budget	327,882	335,923	998,206	970,858	5,386,961	5,509,821	197,492	187,233
	% Spent	38.9%	36.4%	32.4%	31.9%	25.5%	16.1%	16.6%	16.8%
TOTAL ACTUAL	$	330,885	351,483	3,486,605	3,661,310	1,511,550	59,860,077	986,127	1,009,119
TOTAL BUDGET	$	960,672	987,662	9,838,319	9,915,820	5,876,853	171,970,738	3,131,867	3,203,559
	% Spent	34.4%	35.6%	35.4%	36.9%	25.7%	34.8%	31.5%	31.5%

* Expenditures for the period ended May 15, 1996 were not readily available in Superintendency format.

** Salaries & Wages for school personnel, budgeted in 1996 under Superintendents of Schools, are budgeted in 1997 under Superintendent of Human Resources.

The Board of Educati[illegible]r the City of Hamilton
Interim Financial Status Report - Modified Cash Basis
For the Period Ended May 15, 1997

REVENUES		1997 Actual	1997 Budget	%	1996 Actual (April 30)*	1996 Budget	%
Local Taxation							
Municipal Levy	$	54,254,407	162,675,455	33.4%	52,896,543	161,073,682	32.8%
Supplementary Taxes, Telephone and Telegraph Receipts Payments in Lieu, Surplus (Deficit)		(1,996,183)	4,600,351	-43.4%	1,012,015	7,996,209	12.7%
		52,258,224	167,275,806	31.2%	53,908,558	169,069,891	31.9%
Government of Ontario							
General Legislative Grants		26,191,200	70,498,812	37.2%	22,917,100	73,332,034	31.3%
Other Provincial Revenue		450,377	455,700	98.8%	598,291	1,821,300	32.8%
		26,641,577	70,954,512	37.5%	23,515,391	75,153,334	31.3%
Other							
Tuition Fees		6,272,751	9,682,579	64.8%	7,328,626	12,061,920	60.8%
Transfers from Reserves		0	3,150,000	0.0%	0	0	0.0%
Other Revenue		348,076	1,507,770	23.1%	425,960	1,641,306	26.0%
		6,620,827	14,340,349	46.2%	7,754,586	13,703,226	56.6%
TOTAL	$	85,520,628	252,570,667	33.9%	85,178,535	257,926,451	33.0%

* Revenues for the period ended April 30, 1996 have been provided for comparison, to be consistent with Expenditures.

The Board of Education for the City of Hamilton
Summary of Financial Information
Director's Office
as at 1997 05 15

Economic Classifications		Budget	Actuals	Variance under/(over) Budget	% Budget
EXPENDITURES					
Remuneration					
Salaries & Wages	$	372,575	116,675	255,900	31.3%
Total Remuneration		372,575	116,675	255,900	31.3%
Fixed		0	0	0	0.0%
Variable					
Travel Expense		3,619	453	3,166	12.5%
Personnel Training		8,855	2,256	6,599	25.5%
Books, Films & Software		900	325	575	36.1%
Supplies & Services		77,220	18,000	59,220	23.3%
Permanent Improvements		853	0	853	0.0%
Fees & Contractual Services		45,000	15,470	29,530	34.4%
Other Expense		118,435	77,039	41,396	65.0%
Total Variable		254,882	113,543	141,339	44.5%
TOTAL EXPENDITURES	$	627,457	230,218	397,239	36.7%
REVENUES					
Other Revenue		0	7,470	(7,470)	-
TOTAL REVENUES	$	0	7,470	(7,470)	-

The Board of Education for the City of Hamilton
Summary of Financial Information
Trustees
as at 1997 05 15

Economic Classifications	Budget	Actuals	Variance under/(over) Budget	% Budget
EXPENDITURES				
Remuneration				
Salaries & Wages	$ 260,215	86,518	173,697	33.2%
Total Remuneration	260,215	86,518	173,697	33.2%
Fixed	0	0	0	0.0%
Variable				
Travel Expense	21,850	7,283	14,567	33.3%
Personnel Training	14,650	3,610	11,040	24.6%
Books, Films & Software	300	92	208	30.7%
Supplies & Services	18,200	1,253	16,947	6.9%
New Equipment	0	471	(471)	-
Fees & Contractual Services	15,000	0	15,000	0.0%
Other Expense	3,000	1,440	1,560	48.0%
Total Variable	73,000	14,149	58,851	19.4%
TOTAL EXPENDITURES	$ 333,215	100,667	232,548	30.2%

The Board of Education for the City of Hamilton
Summary of Financial Information
Program Services
as at 1997 05 15

Economic Classifications	Budget	Actuals	Variance under/(over) Budget	% Budget
EXPENDITURES				
Remuneration				
Salaries & Wages	$ 8,743,719	3,113,617	5,630,102	35.6%
Total Remuneration	8,743,719	3,113,617	5,630,102	35.6%
Fixed				
Capital Lease	11,394	3,324	8,070	29.2%
Fees & Contractual Services	85,000	46,524	38,476	54.7%
Total Fixed	96,394	49,848	46,546	51.7%
Variable				
Travel Expense	60,000	13,728	46,272	22.9%
Personnel Training	17,500	5,473	12,027	31.3%
Bursaries & Student Aid	90,000	29,965	60,035	33.3%
Books, Films & Software	72,950	28,806	44,144	39.5%
Supplies & Services	399,655	112,773	286,882	28.2%
New Equipment	30,500	19,452	11,048	63.8%
Rentals of Equipment & Facilities	53,280	15,745	37,535	29.6%
Fees & Contractual Services	102,601	61,441	41,160	59.9%
Other Expense	171,720	35,757	135,963	20.8%
Total Variable	998,206	323,140	675,066	32.4%
TOTAL EXPENDITURES	$ 9,838,319	3,486,605	6,351,714	35.4%
REVENUES				
Government of Ontario	4,295,045	122,829	4,172,216	2.9%
Tuition Fees	228,360	65,453	162,907	28.7%
Other Revenue	3,500	4,110	(610)	117.4%
TOTAL REVENUES	$ 4,526,905	192,392	4,334,513	4.2%

The Board of Education for the City of Hamilton
Summary of Financial Information
Superintendents of Schools
as at 1997 05 15

Economic Classifications	Budget	Actuals	Variance under/(over) Budget	% Budget
EXPENDITURES				
Remuneration				
Salaries & Wages	$ 489,892	135,523	354,369	27.7%
Total Remuneration	489,892	135,523	354,369	27.7%
Fixed	0	0	0	0.0%
Variable				
Travel Expense	55,000	9,488	45,512	17.3%
Personnel Training	40,000	5,670	34,330	14.2%
Books, Films & Software	640,920	79,744	561,176	12.4%
Supplies & Services	4,371,194	1,247,711	3,123,483	28.5%
New Equipment	75,700	27,889	47,811	36.8%
Capital from Current	100,000	591	99,409	0.6%
Permanent Improvements	42,647	221	42,426	0.5%
Rentals of Equipment & Facilities	500	1,687	(1,187)	337.4%
Fees & Contractual Services	41,000	0	41,000	0.0%
Other Expense	20,000	3,026	16,974	15.1%
Total Variable	5,386,961	1,376,027	4,010,934	25.5%
TOTAL EXPENDITURES	$ 5,876,853	1,511,550	4,365,303	25.7%
REVENUES				
Other Revenue	36,750	19,218	17,532	52.3%
TOTAL REVENUES	36,750	19,218	17,532	52.3%

The Board of Education for the City of Hamilton
Summary of Financial Information
French Language Section
as at 1997 05 15

Economic Classifications	Budget	Actuals	Variance under/(over) Budget	% Budget
EXPENDITURES				
Remuneration				
Salaries & Wages	$ 2,662,652	934,213	1,728,439	35.1%
Total Remuneration	2,662,652	934,213	1,728,439	35.1%
Fixed				
Fees & Contractual Services	58,680	19,166	39,514	32.7%
Tuition Fees	213,043	0	213,043	0.0%
Total Fixed	271,723	19,166	252,557	7.1%
Variable				
Travel Expense	2,577	666	1,911	25.8%
Personnel Training	6,100	1,265	4,835	20.7%
Bursaries & Student Aid	2,160	750	1,410	34.7%
Books, Films & Software	18,802	3,247	15,555	17.3%
Repairs, Buildings & Grounds	685	0	685	0.0%
Supplies & Services	99,646	23,776	75,870	23.9%
New Equipment	3,908	620	3,288	15.9%
Capital from Current	1,490	0	1,490	0.0%
Permanent Improvements	3,244	0	3,244	0.0%
Rentals of Equipment & Facilities	21,000	0	21,000	0.0%
Fees & Contractual Services	22,000	2,294	19,706	10.4%
Other Expense	15,880	130	15,750	0.8%
Total Variable	197,492	32,748	164,744	16.6%
TOTAL EXPENDITURES	$ 3,131,867	986,127	2,145,740	31.5%
REVENUES				
Government of Ontario	48,356	1,781	46,575	3.7%
Other Revenue	60,510	80	60,430	0.1%
TOTAL REVENUES	$ 108,866	1,861	107,005	1.7%

The Board of Education for the City of Hamilton
Summary of Financial Information
Administrative and Operational Services
as at 1997 05 15

Economic Classifications		Budget	Actuals	Variance under/(over) Budget	% Budget
EXPENDITURES					
Remuneration					
Salaries & Wages	$	2,927,126	1,066,452	1,860,674	36.4%
Total Remuneration		2,927,126	1,066,452	1,860,674	36.4%
Fixed					
Energy Costs		5,629,000	2,533,479	3,095,521	45.0%
Capital Lease		3,154,667	1,657,077	1,497,590	52.5%
Total Fixed		8,783,667	4,190,556	4,593,111	47.7%
Variable					
Travel Expense		26,120	7,132	18,988	27.3%
Personnel Training		5,213	3,919	1,294	75.2%
Books, Films & Software		178,705	43,701	135,004	24.5%
Repairs, Buildings & Grounds		2,930,550	831,572	2,098,978	28.4%
Supplies & Services		2,157,711	1,030,710	1,127,001	47.8%
New Equipment		746,000	102,539	643,461	13.7%
Capital from Current		2,400,850	125,517	2,275,333	5.2%
Permanent Improvements		296,617	4,494	292,123	1.5%
Rentals of Equipment & Facilities		19,640	0	19,640	0.0%
Fees & Contractual Services		99,995	15,706	84,289	15.7%
Other Expense		4,200	0	4,200	0.0%
Total Variable		8,865,601	2,165,290	6,700,311	24.4%
TOTAL EXPENDITURES	$	20,576,394	7,422,298	13,154,096	36.1%
REVENUES					
Capital Projects Grant		1,288,812	0	1,288,812	0.0%
Instructional Computers - Gems		657,466	0	657,466	0.0%
Rental Revenue		40,000	16,881	23,119	42.2%
Other Revenue		38,140	3,818	34,322	10.0%
TOTAL REVENUES	$	2,024,418	20,699	2,003,719	1.0%

The Board of Education for the City of Hamilton
Summary of Financial Information
Human Resource Services
as at 1997 05 15

Economic Classifications		Budget	Actuals	Variance under/(over) Budget	% Budget
EXPENDITURES					
Remuneration					
Salaries & Wages	$	167,801,478	60,726,246	107,075,232	36.2%
Employee Benefits		23,453,115	7,807,241	15,645,874	33.3%
Total Remuneration		191,254,593	68,533,487	122,721,106	35.8%
Fixed		0	0	0	0.0%
Variable					
Travel Expense		24,525	5,273	19,252	21.5%
Personnel Training		21,047	5,195	15,852	24.7%
Books, Films & Software		11,580	3,900	7,680	33.7%
Supplies & Services		222,381	112,980	109,401	50.8%
New Equipment		54,557	13,073	41,484	24.0%
Permanent Improvements		853	0	853	0.0%
Rentals of Equipment & Facilities		13,720	2,561	11,159	18.7%
Fees & Contractual Services		228,600	56,825	171,775	24.9%
Other Expense		2,775	927	1,848	33.4%
Total Variable		580,038	200,734	379,304	34.6%
TOTAL EXPENDITURES	$	191,834,631	68,734,221	123,100,410	35.8%
REVENUES					
Government of Ontario		0	1,838	(1,838)	-
Other Revenue		614,360	136,234	478,126	22.2%
TOTAL REVENUES		614,360	138,072	476,288	22.5%

The Board of Education for the City of Hamilton
Summary of Financial Information
Financial Services
as at 1997 05 15

Economic Classifications	Budget	Actuals	Variance under/(over) Budget	% Budget
EXPENDITURES				
Remuneration				
Salaries & Wages	$ 1,626,955	518,601	1,108,354	31.9%
Total Remuneration	1,626,955	518,601	1,108,354	31.9%
Fixed				
Debt Charges	4,499,073	291,281	4,207,792	6.5%
Fees & Contractual Services	4,372,090	1,242,461	3,129,629	28.4%
Tuition Fees	5,030,858	1,583	5,029,275	0.0%
Charge Back of Taxes	3,289,689	1,192,407	2,097,282	36.2%
Total Fixed	17,191,710	2,727,732	14,463,978	15.9%
Variable				
Travel Expense	5,045	41	5,004	0.8%
Personnel Training	15,150	3,504	11,646	23.1%
Books, Films & Software	579,475	465	579,010	0.1%
Supplies & Services	125,880	41,087	84,793	32.6%
Permanent Improvements	130,971	61,884	69,087	47.3%
Fees & Contractual Services	144,000	42,946	101,054	29.8%
Other Expense	522,745	67,142	455,603	12.8%
Transfer to Reserves	10,000	0	10,000	0.0%
Total Variable	1,533,266	217,069	1,316,197	14.2%
TOTAL EXPENDITURES	$ 20,351,931	3,463,402	16,888,529	17.0%
REVENUES				
Local Taxation	$ 167,275,806	52,258,224	115,017,582	31.2%
Government of Ontario	64,664,833	26,515,129	38,149,704	41.0%
Tuition Fees	9,454,219	6,207,298	3,246,921	65.7%
Recovery of Transportation Exp	75,000	0	75,000	0.0%
Rental Revenue	292,185	119,847	172,338	41.0%
Recovery of Capital Expenditures	0	12,943	(12,943)	-
Transfer from Other Funds	3,150,000	0	3,150,000	0.0%
Other Revenue	347,325	27,475	319,850	7.9%
TOTAL REVENUES	$ 245,259,368	85,140,916	160,118,452	34.7%

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FUND MANAGEMENT SUMMARY (000'S)
MAY 15, 1997

	1997	1996
SHORT TERM INVESTMENTS AS AT MAY 15:		
Revenue Fund	$ -	$ -
Mill Rate Stabilization Reserve	-	-
Restructuring Reserve Fund	-	-
Integrated Information System Reserve Fund	-	-
Capital Reserves	-	-
Capital Funds	-	-
Retirement Gratuity Reserve	-	-
TOTAL PORTFOLIO	$0	$0
INTEREST EARNINGS:		
Revenue Fund	$2	$1
Mill Rate Stabilization Reserve	-	1
Restructuring Reserve Fund	-	4
Integrated Information System Reserve Fund	-	1
Capital Reserves and Capital Funds	3	36
Retirement Gratuity Reserve	15	50
TOTAL PORTFOLIO INTEREST EARNED FOR FOUR & 1/2 MONTH	$20	$93
BORROWING SUMMARY:		
Total Internal Borrowings	$7,344	$8,043
Total Internal Repayments	4,746	2,981
Total External Borrowings	2,104	27,948
Total External Repayments	0	10,000
BALANCE AS AT MAY 15	$4,702	$23,010
INTEREST EXPENSE FOR FOUR & 1/2 MONTHS:		
Internal Borrowings	$16	$92
External Borrowings	48	287
	$64	$379
BANK INTEREST EARNED FOR FOUR & 1/2 MONTHS:	$4	$9

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
MAY 15, 1997

CAPITAL RESERVES (000'S)

	Budget 1997	Actual 1997 05 15	Actual 1996 05 15
Opening Balance	$1,144	$1,144	$1,325
Revenues			
Interest Earned	34	3	36
Closing Balance	$1,178	$1,147	$1,361

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1997	Actual 1997 05 15	Actual 1996 05 15
Opening Balance	$1,885	$1,885	$4,125
Revenues			
Transfer from Revenue Fund	1,779	-	-
Interest Earned	25	15	50
	3,689	1,900	4,175
Expenditures			
Gratuities Paid	3,000	752	773
Closing Balance	$689	$1,148	$3,402

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
MAY 15, 1997

MILL RATE STABILIZATION RESERVE (000'S)

	Budget 1997	Actual 1997 05 15	Actual 1996 05 15
Opening Balance	$53	$53	$51
Revenues			
Interest Earned	2	-	1
	$55	$53	$52

RESTRUCTURING RESERVE (000'S)

	Budget 1997	Actual 1997 05 15	Actual 1996 05 15
Opening Balance	$221	$221	$212
Revenues			
Interest Earned	7	-	4
Closing Balance	$228	$221	$216

INTEGRATED INFORMATION SYSTEM RESERVE (000's)

	Budget 1997	Actual 1997 05 15	Actual 1996 05 15
Opening Balance	$25	$25	$24
Revenues			
Interest Earned	1	-	1
Closing Balance	$26	$25	$25

199704 16

TORONTO BOARD OF EDUCATION

155 COLLEGE STREET
TORONTO, CANADA,
M5T 1P6
(416) 397-3000

Referred to the Operations and Finance Committee at the May Board meeting.

April 3, 1997

Chair of the Board
Hamilton Board of Education
P.O. Box 2558, 100 Main Street, West
Hamilton, Ontario L8N 3L1

Dear Sir/Madam:

"The Essential School - A Model for Public Education in Ontario" and a "Bill of Rights for Toronto Public Schools"

I am writing to request your Board's endorsement of the enclosed document, *"The Essential School - A Model for Public Education in Ontario"*.

The Essential School document was developed by a parent group reviewing issues related to education finance, and was adopted by the Toronto Board of Education on February 27, 1997. The document sets out the essential programs and services that we believe must be protected when the Provincial Government establishes its financial reforms for public education in Ontario. A copy of the document has been forwarded to the Premier of Ontario and to the Minister of Education and Training, for their information and consideration. Your support of this initiative would be important for all school boards in Ontario.

For your information, I am also enclosing a copy of the *Chair's Letter* for February 1997, which contains a "Bill of Rights for Toronto's Public Schools". The Bill of Rights sets out an objective which the provincial government should make possible for all of Ontario's students, currently it is likely not available anywhere in Ontario. A presentation of the "Bill of Rights for Toronto's Public Schools" was part of a deputation which I made on behalf of the Board to the Legislative Committee hearings on Bill 104.

Yours truly,

David Shoreds

Chair

enclosures

THE ESSENTIAL SCHOOL

A Model for Public Education in Ontario

Developed by the
Parents' Working Group on Education Finance

Toronto Board of Education
February, 1997

THE ESSENTIAL SCHOOL

A Model for Public Education in Ontario

This document specifies a list of essential programs and services which should be provided in a given school, if the school community determines that these components are necessary for the education of its students.

This document recognizes that beyond the essential components described within, any given school must provide such additional programs and services as are necessary to meet the particular social and emotional needs of students who come to school disadvantaged and unprepared to learn. These schools must be provided with additional resources to address these needs.

The provision of transportation for students who participate in specialized programs, and/or who live far away from the school, as in many rural areas, is a critical component of education in Ontario.

This document also affirms that knowledgeable, creative and caring teachers, combined with supportive and accountable leadership by administrators and trustees, are critical to the achievement of successful outcomes for students.

The production of this document (The Essential School) was initiated by the Parents' Working Group on Education Finance, and supported by the Parent Involvement Committee of the Toronto Board of Education.

Project Co-ordinators - Kathleen Wynne, (416) 322-6544 & Shelly Laskin, (416) 481-9513

COMPONENTS OF THE ESSENTIAL SCHOOL

A. A STRONG AND RELEVANT INSTRUCTIONAL PROGRAM FOR ALL STUDENTS DELIVERED BY QUALIFIED TEACHERS

* **Junior Kindergarten**

Early childhood education provides students with a secure, stimulating environment that supports and encourages the growth of self-confident, creative individuals. In junior kindergarten, teachers provide a structured program where children can learn through play, and through interaction with materials and with other people.

* **A Common Curriculum**

The Common Curriculum sets out by subject and grade what students are expected to achieve as a result of their school experiences to grade 9, including benchmarks/standards for determining how well students are performing. Subjects to be taught fall under the following program areas: The Arts, Languages, Math/Science/Technology, and Personal and Social Studies. Teachers must be given the training and resources necessary to support the delivery of this curriculum.

* **High Quality Secondary School programs**

Students in secondary school require a sound and broad curriculum that will prepare them for post-secondary education, productive careers, responsible citizenship and a variety of fulfilling personal interests.

* **Regular class sizes of no more than 20 students (primary), 25 (junior and intermediate) and 30 (senior)**

Teachers are required to deliver more and more complex curriculum and to report to parents in increasing detail. The experience in Ontario schools is that numbers higher than these create difficulties for most teachers and most students. Educational assistants must be provided in all kindergarten classes, special education programs, and in all elementary school classes over 25 students.

* **Teacher-Librarians**

Our information age and the focus on new technologies in the classroom require that trained teacher-librarians have the skills necessary to guide our students and to assist classroom teachers to become full curricular "Partners in Action". (Ministry of Education Curriculum Resource Guide, 1982)

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* **Physical Education**

The need to instill in children a love of movement and activity is self-evident. There is a critical need, if we are to maintain a healthy citizenry, to give all students physical alternatives to leading inactive lives.

* **Visual and Performing Arts (art, music, drama, dance)**

Art, music, drama and dance are critical to cognitive development, and all students must have regular exposure to these programs, under the direction of qualified teachers. In the same way that students need physical alternatives to being spectators, they also need to develop aesthetic appreciation.

* **Computer Technology**

Children need to begin to develop computer literacy in the same way that they must develop literacy and numeracy skills before they reach secondary school. All students need to develop a comfort with technology through hands-on experience, and teachers must be given the technical support required for the development of their own expertise and comfort level.

* **Special Education programs and services**

Special Education resources and services are directed to students with differing abilities and exceptionalities in order to provide equitable, challenging opportunities and to ensure productive futures for students with a wide range of abilities. Special Education legislation gives these students the right to an appropriate educational program in our public schools, including classroom support where necessary.

* **English as a Second Language**

Instruction and support in English as a Second Language(ESL) and/or English Skills Development(ESD) allows students to achieve confidence and academic success as they integrate into the regular school program. Such support also allows students to become successfully oriented to a new society and environment.

* **A variety of French Language program options**

Our commitment to the teaching of French is an important feature of our Canadian cultural identity and gives students the opportunity to be fuller participants in our bilingual nation. French language programs must be accessible to all students and should remain a core subject.

* **International and Native Languages**

All students must have the opportunity to develop their proficiency in a second or third language. In addition to intellectual and educational benefits, studying languages offers insights into, and knowledge of, the cultural diversity of our city, our country, and the world.

* **An Inclusive Curriculum**

Inclusive Curriculum incorporates the diversity of our society into the learning experiences of all students. This approach values differences in gender, race, language, culture, socio-economic status, religious faith, sexual orientation, age and ability/disability. These differences are seen as opportunities for learning and for building healthy human relationships.

* **Whole School Guidance**

All teachers and support staff contribute to the guidance of students. However, fully qualified guidance teachers are required to provide educational, personal and career counselling and to support whole school programs such as advisory/mentoring, peer mediation and conflict resolution.

* **Psychological and Social Support Services**

We know that prevention is less expensive in the long run than treatment. Early identification of potential problems as well as timely support are critical to helping students to lead stable, productive lives throughout their school careers and beyond. Qualified support staff are necessary to provide psychological and social work services where needed.

* **Child Care and Nutrition Programs**

A high quality child care program offered in co-operation with the school provides a valuable continuum of care and learning for children, and promotes their healthy growth and development. Likewise, the provision of breakfast and lunch programs for students who require additional nutritional support are critical to their readiness to learn and to their future success in school.

* **Opportunities for Student Leadership**

All students, but particularly students in the intermediate and senior grades (7-OAC), require meaningful opportunities to demonstrate leadership among their peers and to participate in school decision-making.

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B. A HEALTHY AND SAFE SCHOOL ENVIRONMENT

* **Safe school buildings and facilities**

Staff and students do not need state-of-the art facilities, but they do need secure and well maintained schools that are capable of housing their numbers.

* **Positive School Environment**

Staff, students, parents/guardians and community members require the commitment and resources to promote and maintain a school environment conducive to student learning and positive interpersonal relationships among students and between students and staff.

* **Indoor and outdoor recreational space**

Adequate facilities for physical recreation as well as social and cultural activities are critical to a well rounded school experience.

C. SCHOOL COMMUNITY INVOLVEMENT

* **Parent Involvement**

A successful school values the contribution that all parents/guardians can make to student learning and to school improvement. A successful school will establish a climate that encourages parent involvement in a variety of forms, including parent-teacher partnerships and parent participation in an inclusive and accountable School Community Council. Schools must be provided with adequate resources to promote effective parent and community involvement and home/school communication.

* **Adult Education**

It is important that parents are supported in their efforts to participate in their children's education and in the life of the school. Parent education programs such as parenting centres/classes, adult basic literacy, adult credit courses and adult English as a Second Language programs are important in providing adults with the skills and the confidence to allow them to participate fully in the school.

* **Community Use of the school**

Schools are a valuable public resource and as such should be used efficiently as public space. Use of schools by the community also promotes partnerships with individuals, agencies and organizations which can benefit both school and community members.

Ref:text\essensch.vis
February, 1997

REPORT OF THE ACCOMMODATION/CONSOLIDATION OF SCHOOLS/MAGNET SCHOOLS/SECONDARY SCHOOL REFORM COMMITTEE

Present: Trustees Darby (Chairman), Mulholland and Cunningham.

Also Present: Trustee Wall.

Officials Present: M. Matier (Interim Director of Education and Secretary) and E. Bond (Superintendent of Program).

The Committee recommends:

GENERAL

1. That the Accommodation/Consolidation of Schools/Magnet Schools/Secondary School Reform Committee explore the provision of bus passes for senior level students who would be travelling between schools for program purposes.

Respectfully submitted

Committee Room
1997 05 06

G. DARBY
Chairman

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
1997 05 21

Present: A. Kappheim (Chairman), Trustees Bishop and Mulholland, Mesdames Savelli, Burns, Dalziel, Vlahovich, Innes, Kerr Jaskiewicz, Messrs. Bucsis and Shields.

Also Present: P. Hutchinson (Hamilton Teachers' Federation)
S. O'Brien (Hamilton Secondary School Principals' Council)

Officials Present: E. Bond (Superintendent of Program)
Dr. J. Tomlinson (Project Team Leader - Special Education)

The Committee recommends:

GENERAL

1. Whereas the Ontario Government will shortly be presenting a new model for the funding of education in Ontario and there have been numerous suggestions that there will be a return to a medical model for funding exceptional pupils and that such medical model is totally inappropriate in an educational setting,

It is recommended:

(a) That the Special Education Advisory Committee of the Hamilton Board of Education request the Hamilton Board to endorse and forward the following motion to the Minister of Education and Training:

(i) That the only way to confirm the commitment of the Ministry of Education and Training to all exceptionalities, as defined in the Education Act, Section **8(3)**, is to ensure that funding is provided for all exceptional pupils which will make it possible for each Board to provide a range of placement options for each exceptionality.

Respectfully submitted,

Lower Auditorium
1997 05 21

A. KAPPHEIM
Chairman

Hamilton Board of Education
Education Centre
1997 06 10

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip request be approved:

i. Barton, Grades 10 to OAC [Camping Trip, Algonquin Park, Ont.], 1997 09 18 to 20 (Thursday to Saturday)

ii. Sherwood, Grades 10 to OAC [Camping Trip, Algonquin Park, Ont.], 1997 09 18 to 21 (Thursday to Sunday)

iii. Westdale, Grades 10 to OAC [Basketball Tournament, London, Ont.], 1997 09 26 to 27 (Friday to Saturday)

iv. Westdale, Grades 10 to OAC [Basketball Tournament, Waterloo, Ont.], 1997 10 17 to 18 (Friday to Saturday)

Respectfully submitted,

M. Matier
Interim Director of Education
and Secretary

rt

AGENDA

OPERATIONS AND FINANCE COMMITTEE
1997 09 09

GENERAL

NEW BUSINESS:

1. Request from Hamilton-Wentworth Regional Police **Pages 1 to 5**

BUSINESS ARISING FROM THE MINUTES:

1 Report re Establishment of a Non-Profit Corporation -- Adult and Continuing Education Program **Pages 6 to 15**

2 Report re Sir Allan MacNab Secondary School, Painting of Lockers and Certain Rooms **Pages 16 to 21**

3. Verbal Report from the Officials re correspondence from the Toronto Board of Education re "The Essential School - A Model for Public Education in Ontario"

4. Legal Fees - Visa Students Investigation

NEW BUSINESS:

1. Report re Interim Financial Status Report -1997 07 31 **Pages 22 to 46**

2. Report re Municipal Election Ballot Question - requested by Trustee Bishop **Page 47**

3. Investigation Report from the Municipal Freedom of Information and Protection of Privacy Board Regarding the Incident at Memorial School **Pages 48 to 49**

4. Correspondence from the Essex County Board of Education regarding an education referendum (referred at the 1997 06 19 Board) **Page 50**

5. Request for a Liquor Licence - Sherwood Secondary School Alumni - 1997 09 13

6. Report of the Sesquicentennial Committee **Pages 51 to 52**

7. Report of the Policy Review Committee **Pages 53 to 62; plus Separate Package**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education and Secretary **Page 63**

1997 09 09

TO: Chair and Members
Operations and Finance Committee

FROM: M. Quinn-Superintendent of Schools, Lower City
Chair-System Safe Schools Committee

RE: Request from Hamilton-Wentworth Regional Police

REPORT: Information/Approval

BACKGROUND:

As a requirement of The Child and Family Services Act (68 (2))schol personnel are required to report suspected incidents of child abuse.The resultant investigation involves both the Childrens' Aid Society and the Police Department. New trainees lack experience in dealing with young children both in being able to interview them effectively and to interpret what these primary children are actually disclosing.

In July, I received a request(see attachment) seeking the Board's co-operation in participating in this training module . The training would involve the use of some of our primary children. As noted in the attachment, a group of 12 children at a time would view a short 10 minute presentation in their classrooms. (eg. a puppet show). The following day, these children would then meet with a police trainee and a child welfare trainee for a 20 minute interview. Note that the content of neither the in-class presentation nor the follow-up interviews would relate in any way to child abuse or disclosure.

This participation is voluntary and would require parental consent.

ISSUE:

To inform the Trustees of this police request and to seek their approval for this training module to take place within selected schools.

RECOMMENDATION:

That the request of the Hamilton-Wentworth Regional Police to interview primary children in selected schools as part of a police training module on investigating sexual offences against children be approved.

RATIONALE:

Police Officers and Child Welfare Workers often interview young children when reports of alleged abuse are received. They require training in interview techniques. The most useful training would involve real children. Our Board has worked in co-operation with the Hamilton-Wentworth Regional Police on many past Safe Schools initiatives and likewise has received much support from them in keeping our schools and the children in them safe.

ATTACHMENT:

Letter from Hamilton-Wentworth Regional Police, July 11,1997

Schools in Welland and Windsor have assisted with this training. These schools can be contacted if required. The children and the schools are recognized by the police through gifts to the children. Participating schools will be recognized by the Ontario Police College, the Ontario Child Welfare Training System and the Hamilton-Wentworth Regional Police Service.

If there are any questions in this regard, I would be pleased to attend any meetings to answer any questions.

Thank you for your attention to this matter.

Yours truly,

Staff Sergeant Glyn Wide
Training Section

GSW/bh

encl.

Dear Parent or Guardian:

The Ontario Police College and the Ontario Child Welfare Training System are working together to jointly train police officiers and social workers. A major focus of the training curriculum is child interview techniques. As part of this training, we would like a group of children to be interviewed regarding a staged event. The interview will be videotaped for training purposes only; the videotapes will be erased after the training session. This type of training has been conducted over the past few years in several locations in Ontario, as well as elsewhere in Canada. The children really enjoy participating.

You and your child's participation would be greatly appreciated. This work will improve the community services that agencies will be able to provide. If you agree to allow your child to participate, please sign the attached form and have him/her return it to the school as soon as possible. Only those children who return signed consent forms and are themselves willing to participate, will be involved.

If you have any questions or concerns about the project, please call _____ _____.

Sincerely,

This project is enthusiastically supported by the staff at_____ School.

_____

Principal

I, _____, parent or guardian of _____, consent to may child's participation in the Ontario Police College and Ontario Child Welfare Training System's training module to be conducted on October 9th, 1997 at the Hamilton Police Station-East End. I understand that the participating children will be picked up at the school at approximately 9:15 a.m. by Children's Aid Society volunteers. The interview will be videotaped and the videotape will be viewed by the trainees, and then erased. The children will be provided lunch prior to being returned to the school. I further understand that my child's participation in this module is voluntary: we are under no obligation to participate.

_____

Parent/Guardian Signature

Date: 1997 09 09

To: Chairman and Members
Operations and Finance Committee

From: E. Bond, Superintendent of Program
D. McIsaac, Principal, Adult and Continuing Education
D. Sage, Manager, Audit, Assessment and Transportation
L. Veerman, Acting Senior Financial Officer

Re: Establishment of a Non-Profit Corporation

Report: Decision

Background

The Adult and Continuing Education Program has been contacted many times by the private sector, community colleges and government departments to explore the possibility of forming partnerships to provide programs and/or share space or resources. The legislation governing school boards limits many of these opportunities. Many businesses and organizations would be willing to work in partnership with education, provided they can maintain autonomy in operating their programs. The establishment of a Corporation would enable this set of circumstances to occur. It would allow more flexibility to move in new directions. This would enhance and expand the programs and services offered to our community. Since there is potential for the new education funding model to restrict the programs that school boards are currently able to offer to the community, a Board decision to establish a corporation would secure the continuation and expansion of programs and services.

Goals of the Corporation
- To provide high quality programs to our community
- To establish partnerships with the private and public sectors to use their expertise and attract additional value to the corporation
- To generate revenue to re-invest in additional programs for the community
- To seek additional sources of funding for program development and implementation

Issue

To determine trustee support for the establishment of a non-profit corporation.

Recommendations

1. That the Hamilton Board of Education support the establishment of a non-profit corporation and that the applicants for the letters patent consist of the Chairman of the Board, Director Education and Secretary and Superintendent of Program or successors and that the applicants also hold the positions as founding members and Directors of the corporation.

2. That the bylaws of the corporation make provision for the Board to approve the composition of the membership of the corporation.

Rationale

- The Corporation can provide similar potential benefits to the Hamilton Board as those realized by the Peel Board of Education. (Appendix A)
- The Corporation could utilize the Board's existing space to provide additional programs. (Appendix B)
- The trustees for the Hamilton Board of Education will approve the membership of the corporation.
- The Corporation would be financially accountable (Appendix C).
- The Corporation's structure would be conducive to the formation of partnerships to increase program offerings and to attract additional resources i.e. Human Resources Development Canada's "Call Centre Training" (Appendix D).
- The concept of a non-profit corporation has been reviewed by Ian Gordon (Appendix E).
- Local businesses and industries are seeking corporate training or re-training. The Corporation can provide these services.
- The Corporation could compliment and increase staff development programs to Board employees on a cost recoverable basis.
- The Corporation could seek funding from the Provincial and Federal governments to be used to expand program delivery.
- The Corporation could offer a range of employment opportunities.
- The Corporation could expand adult centres to provide more programs at convenient locations in our community.
- The Corporation could upgrade the facilities that it uses.

Appendix A

Potential Benefits (Adaptation of Peel Board proposal)

Incorporation could reduce the risk of programs being cancelled due to government cutbacks. The community corporation can establish partnerships with private sector to obtain funds, in-kind service, or other resources to benefit the day-to-day operation of the Hamilton Board programs.

The community corporation operates independently of traditional Board structures in the areas of staffing, budgeting and revenue generation. Thus, operational issues are not a burden on central board services. This structure would be more responsive to the immediate and changing needs of entrepreneurial programs and services.

A community corporation as a community agency is able to apply for funds that school boards are not. For example, there are Canada Student Loans and Ontario Student Loans and Grants available to post secondary students for training and education that a corporation would qualify to receive but a school board would not. These loans could benefit many post secondary school students in our community.

Incorporation would allow Community Education to qualify for tax-exempt status under the Internal Revenue Code. The corporation would not have to pay income tax on earnings, and contributions to the corporation would be deductible by the contributors.

Partnerships with business, local groups, industry, and government may be undertaken in previously inaccessible areas and under different and more mutually beneficial situations.

Community development may be pursued throughout Hamilton but not be restricted to Hamilton.

A corporation gives the public another choice in service provision and can increase the awareness of available resources.

Appendix B

The Use of Unoccupied Space (for example - Binkley School)

If the corporation was to lease this facility from the Hamilton Board for $1.00 annually, this would provide the following immediate benefits to the Board:

1) The school is removed from the Hamilton Board's vacant inventory.

2) Occupied buildings have a lower risk of vandalism and are perceived more positively by the community.

3) The Hamilton Board saves the annual estimated operational costs of approximately $15,000.

4) The Hamilton Board would remain the owner of the school and retain the right to utilize the property for its own needs or deem the property surplus

Note:
Capital Costs and/or permanent improvements to the building or site would be determined and presented to the Hamilton Board prior to occupancy by the corporation

Appendix C

Financial Implications

- The corporation will be self-sufficient, once established.
- The corporation will repay any start-up costs incurred by the Hamilton Board
- The corporation will have separate financial statements and separate audits.
- The corporation will be accountable to the Board of Directors as elected by the members.
- The corporation will not be in competition for grants with the Hamilton Board.

Appendix D

Proposed Model of Program Services and Delivery Which Includes a Corporation

Board of Trustees
Director
Superintendent of Program
Principal of Adult and Continuing Education

Programs

Eden Courses
Evening School
Summer School
Adult Education for Credit
Adult Basic Education
English as a Second Language
International Languages
General Interest

The Corporation

Board of Directors
Chief Executive Officer

Programs

Eden Business Partnership
Corporate Training
Develop Partnerships
- -government agencies
- -public sector
- -private sector
- -training
- -retraining
- -professional development
- -skills development
- -skill assessments and placements

Appendix E

Evans, Philp

BARRISTERS AND SOLICITORS

W. IAN GORDON, Q.C., LL.B.
* LARRY G. CULVER, LL.B.
BRENT J. FOREMAN, LL.B.
RANDALL S. BOCOCK, LL.B.
MARK J. ZEGA, LL.B.
LINDA M. O'BRIEN, LL.B.
DARREN R. CHARTERS, LL.B.

** JOSEPH M. PIGOTT, Q.C., LL.B.
ROBERT H. ROGERS, LL.B.
PAUL H. PHILP, LL.B.
WAYNE R. RICHARD, LL.B.
SHANNON V. PARSONS, LL.B.
RICHARD D. SIMMONS, LL.B.
CARRIE B. SCULLY, LL.B.

ORVILLE M. WALSH, K.C.
(1919-1949)

F. JOHN L. EVANS, Q.C., LL.B.
(1931-1980)

* CERTIFIED BY THE LAW SOCIETY OF UPPER CANADA AS A SPECIALIST IN CIVIL LITIGATION

** REGISTERED TRADE MARK AGENT

(905) 525-1200
FAX (905) 525-7897

15TH FLOOR, COMMERCE PLACE
ONE KING STREET WEST

MAIL:
P.O. BOX 930 STATION A

HAMILTON, CANADA
L8N 3P9

September 4, 1997

VIA FACSIMILE 521-2536 & MAIL

The Board of Education for the
City of Hamilton
100 Main Street West, 5th Floor
HAMILTON, Ontario
L8N 3L1

Attention: Daryl Sage, Manager
Property, Audit & Assessment

Dear Sir:

RE: The Board of Education for the City of Hamilton
Miscellaneous - Continuing Education

We acknowledge receipt of your letter of December 3, 1996, the contents of which we have discussed on several occasions.

Under *The Education Act*, "continuing education" is a discretionary matter i.e., the Board may establish continuing education courses and classes. *The Education Act*, therefore, does not make continuing education a mandatory responsibility of boards of education. The Regulations to *The Education Act* (Reg 285) provide, however, for certain programs to be conducted by a board if 25 or more persons petition for them. It should follow then that another corporate body could provide non-mandated programs and services which do not conflict with Board programs or programs the Board might have to provide.

We understand that the Peel Board of Education has such an arrangement with Quality Continuous Improvement Centre for Community Education and Training, a non-profit corporation.

Evans, Philp

We have not suggested any actual objects and will await your further instructions after approval in principle before we prepare any draft documentation for your consideration.

Once the objects have been settled and the purposes of the corporation established, the labour law ramifications will have to be considered and we can review that aspect with Mr. Culver or Mr. Foreman of our office.

Yours very truly,

W. IAN GORDON

WIG/lb

DATE: 1997 June 10

TO: Chairman and Members
Operations and Finance Committee

FROM: Merv Matier, Interim Director of Education & Secretary
PREPARED BY: Pat Gillie, Superintendent of Administrative & Operational Services

RE: SIR ALLAN MACNAB SECONDARY SCHOOL, PAINTING OF LOCKERS AND CERTAIN ROOMS

REPORT: Information and Decision

BACKGROUND:

During July and August 1996, painting of lockers and of three rooms (staff room, cafeteria, office) was carried out at Sir Allan MacNab Secondary School through monies raised by the School. A large percentage of the student lockers were in need of repair and many were covered in graffiti or needed to be repainted. The School wanted to improve student pride and decided to use money raised by students in fund raising. The Principal realized that meeting certain conditions in terms of liabilities, specification requirements and other regulations was important to any such work. In order to carry out this needed work and to be in compliance with insurance requirements, plant specifications, and other obligations, the Principal sought help from Board staff. The School was interested in involving its own students as part of this work. At the same time, the School made application to S.E.E.P. - Summer and part-time Employment Experience Program , Citizen Action Group.

The work was completed, with the involvement of Board Staff to work with the school. In the process of this work being carried out several matters of policy and procedure became issues. It has been and will continue to be important to confront these issues as we all learn how to get our work done differently. The reality of fewer dollars through grant and tax, and the possibility of replacement revenues through fund raising, special grant programs, volunteer service and services to schools, and the role of School Councils makes it necessary that we seriously consider all of these resources. A chronology of the events associated with this work is provided. (Appendix A)

ISSUES AND CONCERNS:

Over the course of the summer this project became a matter of concern for a number of people. By the end of the summer, a number of issues had developed to the point where a more thorough review was required. Superintendent P. Gillie interviewed the key people who were involved with this project. In preparing this report the interview information and any reports provided by staff were used.

As indicated at the beginning of the summer, when this project was considered, school initiated projects financed by fund raising or through volunteer service, are likely to become far more prevalent in the next few years. The role and responsibility of all players in such work is critical to understand. The question of accountability can not be ignored. In the final analysis, the Board of Education for the City of Hamilton remains accountable. The question then, as to what is the best way to manage school initiated projects must be answered through clear policy and procedure.

The section that follows uses the experience from this project to summarize issues and concerns with such projects in five ways:

- Relation to Collective Agreements
- Difference in Interpretations
- Ad Hoc adherence to Procedures
- Time and Task
- Roles and Responsibilities

1. *RELATION TO COLLECTIVE AGREEMENTS*

At the same time as this project was proceeding, the Board was in negotiation with the Bargaining Committee of C.U.P.E.. While the project that was initiated and being supported was the painting of the lockers, additional painting of rooms was also undertaken by the School. Additional painting was likely of concern because C.U.P.E. desired to discuss this matter at the bargaining table. As well, the hiring by the school of students through summer work groups to paint on an incidental basis or undertake other activities normally associated with a specific bargaining group, may give rise to concerns.

2. *DIFFERENCE IN INTERPRETATION OF SCOPE OF PROJECT, METHODS, REGULATIONS AND CORPORATE PROCEDURES*

Throughout the process there were a number of instances when there were significant differences in opinion between School Staff and Board Staff in how the work should be carried out. In seeking prices, the School initially may not have specified enough detail to be quoted a price that would cover all the necessary specifications. The School was seeking a way to get the job done over the summer, with the use of students, and may have been prepared to accept a price within its budget without fully realizing the shortfall of quoted figures. The School preference was to be able to consider an alternative method that was in the opinion of Plant staff inferior. With input from Plant Staff a suitable method was agreed upon. The resulting price was more than the School had budgeted.

The Board, is required to follow all regulations when carrying out repair, upgrade and maintenance work. Staff work with these requirements every day and must comply.

These differences became pronounced over the meeting of lead abatement procedures and the requirements of the Ministry of Labour. While the project was a School initiated project, the Board would ultimately be held accountable for meeting regulated requirements. The lead advisory issued at the end of June, by several Ministries in combination with the School hoping to use students to remove and apply paint made it imperative that current and correct procedures were followed.

The conditions in which the work was carried out were different than the contractor had normally used and the resulting abatement requirements presented a problem. At one point, staff in the school complained of fumes.

3. *AFTER THE FACT ATTEMPTS TO FOLLOW PROCEDURE AND UNCLEAR UNDERSTANDING OF PROJECT*

The School, in considering the feasibility of the project sought prices on the work before involving Board Staff. Based on these early inquiries the School had a certain expectation about the cost of the work, without being fully aware of the scope of the work or the specifications that would be required. Realizing the significance of these types of initiatives and the likelihood that there would be many more, Board staff felt that it was important to work with the School to support its initiative. This resulted in finding ways to proceed within the goals and budget that the School was trying to meet.

4. *TIME AND TASK - PLANNING, PRIORITY AND RESOURCES*

The effort to support this project highlights the need for planning and determining the order of priorities. The supervisory resources required for maintenance, repair and improvement projects is underestimated. Staff across several disciplines are required to support this type of work. Plant, Insurance, Health and Safety, Purchasing, and Human Resources are all necessary to coordinate projects and insure that work is carried out within policy and regulation. Currently Administrative & Operational Services has 1/3 less staff, a backlog of RRM work due to lack of funding, a list of projects identified by Principals through the budget process, and an ongoing list of needs as schools continue to change priorities for any number of reasons. The addition of school initiated projects from fund raising compounds the problem of time and task and what is the most important priority.

The school is the centre of our work and this would dictate then that school projects take priority. This belief is difficult to balance when measured against building structures and mechanical and electrical conditions that require immediate attention for safety reasons or regulatory notices to comply. The simple answer for many people is to provide a check list of what is required in order to carry out self initiated projects. The locker painting illustrates the number of times experienced input is required when working out the scope of a project. The question of what to compromise on is very serious. While eliminating steps may result in a project being done within the school funded budget, the fallout when the work breaks down or doesn't hold up to large scale use (as opposed to residential use) becomes more costly (to the Board) in the long run.

5. *ROLES AND RESPONSIBILITIES*

During this project the predominant belief was that the work can be done for far less than Board staff estimate. The belief is based on work being done through personal experience, the way one might carry out work in ones household. Volunteer labour or the use of students to carry out some projects, such as installing electrical outlets is often cited as the way to go. While these may be viable solutions, it must be understood that the risk for the Board increases under these circumstances. It may be comforting to believe that these projects are school initiated and allow the school to bring about an improvement that it wants, at no additional cost to the Board. The corporate accountability and liability of the School Board remains, even though the school initiated the project.

CONCLUSIONS

The reality of fewer dollars through grant and tax, and the possibility of replacement revenues can not be overlooked. Most staff believe that school initiated projects supported through fund raising and other methods of financing is positive and will assist schools in achieving improvements and acquiring equipment that may otherwise not be attainable within the current financial climate. In many ways school initiated projects have always been supported. What is changing is the degree to which these projects will become major and the emphasis that School Councils may have on how school initiatives are carried out. Until process, priority and responsibility can be better organized school initiated projects should not be permitted without appropriate authorization. In essence, a limited number of projects could be considered with the view to working out a process that will meet the needs of schools and satisfy the corporate responsibilities that the Board of Education must fulfill as a public body regulated by certain Acts and Regulations.

RECOMMENDATION:

A process to review school initiated projects be established to assist in overcoming the issues and concerns illustrated in this pilot. In connection with this, a criteria for priority ranking in terms of the allocation of available resources to these projects will be necessary.

Appendix A

CHRONOLOGY

Following is a chronology of the events associated with this work.

DATE	EVENT
Late June 1996	- School decides to allocate $15,000 from fund raising toward painting lockers - school staff involved are instructed by the Principal to contact Board Staff to find out the procedure
Late June 1996	- SAM Teacher Advisor contacted Plant to inquire into the procedure for getting lockers repaired and painted - Teacher advised of who to contact for repairs and of painting firms we use for locker painting - Plant advised that a 2 stage epoxy paint that is electro-staticly applied be used, to do anything else would not last long and result in the need to repaint again - Plant also advised the School that any firm used must meet our Insurance and WCB requirements and to contact Insurance on this topic
July 2 to 5, 1996	- the quotes for painting, not including repairs, came in higher than the school had budgeted for this work, the school informed Plant that as a result the project would not proceed, - in order to work with the school Plant indicated it would be able to do locker repairs under its repair budget, this made the project feasible for the school and insured that the proper and recommended method of paint application would be used - Plant worked with school to consider quotes and quality of work
July 9, 1996	Plant issues RRM to repair 1436 lockers and supply and install new numbers
July 10, 1996	- D. Sage visited Sir Allan MacNab to speak with Principal about Insurance requirements
July 11, 1996	- Director became aware of project and inquired of Superintendent of Administrative and Operational Services what was known about the project, - Superintendent indicated she knew an inquiry was made to Insurance about requirements and that she advised Insurance that with consultation such a project would be worth piloting - Director arranged for the Principal to meet in his Office the next day - Superintendent reviewed with staff what further information was known
July 11, 1996	- after reviewing with Plant staff, P. Gillie reported the following information back to the Director: the events cited for late June to July 5 had taken place, Plant Staff stressed that the proper application of paint was important and felt this was a good project and a good way to work with schools at getting certain kinds of repairs and upgrades completed that would otherwise not be done because of no funds - in reviewing with staff some questions about who would do the work, the use of students came up - as there were a number of unclear understandings a meeting with the Principal was arranged - P. Gillie advised the Director that this school initiative was a small example of the kinds of initiatives we should expect as a result of schools and Home and Schools doing more fund raising, and the installation of School Councils - P. Gillie advised that working through this project in concert with the school would help all identify the elements of procedures that are well established and those that require changes, clearer definition and wider understanding

CHRONOLOGY CONTINUED:

July 12, 1996	- meeting in Director's Office with Principal and Board Staff to review intention of project - the reason for the project and the financing of it was outlined - the School's hope to use students was also indicated, along with some concerns about what students would be able to do - it was agreed that this project was worth following through because it was good for the school and it would be a good pilot to determine the issues involved with "co-funded or co-sponsored" projects, improvements or repairs for schools - a further meeting of School Staff, Plant Staff and Insurance Staff was planned in order to review the scope of the project and determine involvement of staff
July 15, 1996	- Regulated Substance Response Team takes paint samples from lockers to be sanded in order to have the paint content tested for lead, this is procedure for all work, the use of students, especially in light of the recent directive from the Ministry of Education about lead content in products, made it particularly necessary that testing took place - two of the three colours had lead content such that abatement procedures were required - the required procedures were written up by the Supervisor of Regulated Substance so that they could be included with the tender to be issued for the locker painting
July 17, 1996	- meeting of Principal and Teacher Rep from Sir Allan MacNab with Superintendent - Administrative and Operational Services, Supervisor Maintenance and Manager Property to review project plan - after clarifying the status of plans for this work and specifications with regard to type of work and insurance requirements it was agreed to proceed with the locker painting project - the School raised the intent to use students as much as was possible with this project, the goal was to have students sand the rusted out bottoms, - the school was advised of the need to provide proper preparation and training of students with regard to health and safety requirements , advice to contact B. Urie was given - the School also shared its intent to apply for a Federal Government Grant to use students to paint, at this time the details were not known, it appeared that the proper applications had to be acquired - it was agreed to focus on the locker repairs as this was the priority and assistance had already been provided - Plant and Insurance staff were to work with the School to see that the locker painting was carried out according to Board requirements and School Goals
July 19, 1996	Plant Staff and School Staff visited a site where lockers had been painted using the recommended process - Plant and School staff were satisfied with what they saw

CHRONOLOGY CONTINUED:

July 22, 1996	Plant Staff issued a Purchase Order to paint the lockers as per the quote ($15,749.33) and as per General Procedures, including lead sanding procedures, required by Plant
July 25, 1996	Board Health and Safety Officer provided WHMIS training for students who were going to help with the lockers by sanding the bottoms
July 25 to August 26	- several problems were encountered with respect to lead abatement and its effect on the painting process to be used, while the building was still occupied with staff carrying out their regular duties - because students were involved, Plant staff wanted to be certain that the procedures being followed were correct and contacted the Ministry of Labour to review procedures - because of the quantity or lockers and the fact that the building was not shut down the procedures required by the Ministry of Labour were stringent and beyond what the painting company has normally done, (generally the work is carried out after hours and in unoccupied spaces) - the Regulated Substance Team carries out all abatement procedures, or contracts to have procedures carried out under its supervision - in that Staff were trying to work with the school to make this school initiated project a success, it was agreed that the Response Team would carry out the abatement procedures, provide proper enclosures where required and assume the cost for these procedures as they would for any other project
August 7 to August 12	- The Painting Contractor felt it could not carry out the abatement procedures as required by the Ministry of Labour for the conditions in which the painting, was taking place, at the price agreed for painting , it offered a credit of $2.50 per locker if the board would complete the sanding
July 25 to August 26	- at the same time as the painting of the lockers was being carried out with the support of Plant Staff and Insurance Staff, the School carried out painting of the staff room, cafeteria, and office through a grant obtained from the Federal Government and for using students - some of the procedures to be carried out required that abatement again be used because of the lead content in the paint being removed from door frames and some moldings, when this was observed by Plant Staff there was no choice but to intercede and insure that proper protections were being followed
August 26, 1996	- the painting of the lockers was complete

TO: The Chairman and Members of
Operations and Finance Committee
1997-09-09

FROM: Lucy Veerman, Acting Senior Financial Officer and Treasurer

PREPARED BY: Irene Polidori, Manager, Financial Services

RE: Interim Financial Status Report - July 31, 1997

REPORT: Information

BACKGROUND:

The Financial Status Report is prepared using a modified cash basis. This method of reporting records expenditures and revenues as they are paid or received. Commitments are included in the expenditures.

This report is for the seven month period ended July 31, 1997 and contains:

- Comparative Summary by Superintendent
- Comparative Summary of Revenue
- Account Detail by Superintendent for Current Period
- Comparative Fund Management Summary
- Comparative Continuity Schedules for Reserves

ISSUE:

To review the financial status of the Board of Education for the City of Hamilton for the seven month period ended July 31, 1997, using the modified cash basis.

RECOMMENDATION:

That the report be received for information.

ATTACHMENT:

The Interim Financial Status Report for July 31, 1997.

The Board of Education for the City of Hamilton
Interim Financial Status Report - Modified Cash Basis
For the Period Ended July 31, 1997

EXPENDITURES		Director & Secretary 1997	Director & Secretary 1996	Program Services 1997	Program Services 1996	Superintendents of Schools 1997	Superintendents of Schools 1996	French Language Section 1997	French Language Section 1996
Remuneration									
Salaries & Wages	$	353,141	407,541	4,921,254	4,955,075	259,693 *	102,199,339	1,539,440	1,637,401
Employee Benefits		0	0	0	0	0	0	0	0
	Actual	353,141	407,541	4,921,254	4,955,075	259,693	102,199,339	1,539,440	1,637,401
	Budget	632,790	651,739	8,743,719	8,854,962	489,892	166,460,917	2,662,652	2,774,217
	% Spent	55.8%	62.5%	56.3%	56.0%	53.0%	61.4%	57.8%	59.0%
Fixed									
Energy		0	0	0	0	0	0	0	0
Debt Charges		0	0	0	0	0	0	0	0
Capital Lease		0	0	7,504	0	0	0	0	0
Fees & Contractuals		0	0	53,132	42,738	0	0	31,081	35,697
Tuition Fees		0	0	0	0	0	0	0	112,782
Charge Back of Taxes		0	0	0	0	0	0	0	0
	Actual	0	0	60,636	42,738	0	0	31,081	148,479
	Budget	0	0	96,394	90,000	0	0	271,723	242,109
	% Spent	0.0%	0.0%	62.9%	47.5%	0.0%	0.0%	11.4%	61.3%
Variable									
Consumables									
Travel Expense		13,538	14,803	33,051	37,137	24,139	26,590	1,366	1,759
Personnel Training		9,662	11,038	7,879	7,483	9,368	5,791	3,170	2,366
Bursaries & Student Aid		0	0	35,815	55,967	0	0	900	850
Books, Films & Software		471	460	43,736	37,538	234,221	140,845	3,737	2,697
Supplies & Services		27,678	27,916	180,437	219,085	2,095,734	1,879,022	41,216	47,459
Other Expense		97,006	87,224	103,755	95,738	5,557	5,566	1,930	2,260
		148,355	141,441	404,673	452,948	2,369,019	2,057,814	52,319	57,391
Contractuals									
Rentals - Other		0	0	20,549	18,089	2,843	2,312	150	1,859
Fees & Contractuals - Other		45,365	32,647	63,561	18,794	38,661	0	11,567	11,813
		45,365	32,647	84,110	36,883	41,504	2,312	11,717	13,672
Capital									
Repairs, Bldgs. & Grounds		0	0	0	0	0	68	0	0
New/Repl. Equipment - Other		471	0	33,444	63,880	36,968	6,513	383	772
Capital from Current		0	0	0	0	18,673	23,674	0	0
Permanent Improvements		0	0	0	0	357	5,881	0	0
		471	0	33,444	63,880	55,998	36,136	383	772
Other									
Transfer to Reserves		0	0	0	0	0	0	0	0
	Actual	194,191	174,088	522,227	553,711	2,466,521	2,096,262	64,419	71,835
	Budget	327,882	335,923	998,206	976,858	5,386,961	5,503,821	197,492	187,233
	% Spent	59.2%	51.8%	52.3%	56.7%	45.8%	38.1%	32.6%	38.4%
TOTAL ACTUAL	$	547,332	581,629	5,504,117	5,551,524	2,726,214	104,295,601	1,634,940	1,857,715
TOTAL BUDGET	$	960,672	987,662	9,838,319	9,921,820	5,876,853	171,964,738	3,131,867	3,203,559
	% Spent	57.0%	58.9%	55.9%	56.0%	46.4%	60.6%	52.2%	58.0%

* Salaries and Wages for school personnel, were budgeted under Superintendent of Schools in 1996.
In 1997, these expenditures are budgeted under Superintendent of Human Resources.

The Board of Education for the City of Hamilton
Interim Financial Status Report - Modified Cash Basis
For the Period Ended July 31, 1997

EXPENDITURES		Admin. & Operational Services 1997	Admin. & Operational Services 1996	Human Resources 1997	Human Resources 1996	Financial Services 1997	Financial Services 1996	Total 1997	Total 1996
Remuneration									
Salaries & Wages	$	1,566,543	1,662,123	100,763,917 *	3,657,229	833,265	922,397	110,237,253	115,441,105
Employee Benefits		0	0	14,880,805	13,342,893	0	0	14,880,805	13,342,893
	Actual	1,566,543	1,662,123	115,644,722	17,000,122	833,265	922,397	125,118,058	128,783,998
	Budget	2,927,126	2,922,550	191,254,593	31,486,814	1,626,955	1,670,295	208,337,727	214,821,494
	% Spent	53.5%	56.9%	60.5%	54.0%	51.2%	55.2%	60.1%	59.9%
Fixed									
Energy		3,285,055	3,458,898	0	0	0	0	3,285,055	3,458,898
Debt Charges		0	0	0	0	3,672,299	1,804,897	3,672,299	1,804,897
Capital Lease		2,190,151	1,414,160	0	0	0	0	2,197,655	1,414,160
Fees & Contractuals		0	0	0	0	2,901,252	3,077,407	2,985,465	3,155,842
Tuition Fees		0	0	0	0	47,804	2,896,393	47,804	3,009,175
Charge Back of Taxes		0	0	0	0	1,918,985	2,086,712	1,918,985	2,086,712
	Actual	5,475,206	4,873,058	0	0	8,540,340	9,865,409	14,107,263	14,929,684
	Budget	8,783,667	8,998,667	0	0	17,191,710	17,006,523	26,343,494	26,337,299
	% Spent	62.3%	54.2%	0.0%	0.0%	49.7%	58.0%	53.6%	56.7%
Variable									
Consumables									
Travel Expense		13,930	12,359	11,782	10,963	763	1,691	98,569	105,302
Personnel Training		5,222	5,352	15,972	13,780	7,579	8,492	58,852	54,302
Bursaries & Student Aid		0	0	0	0	0	0	36,715	56,817
Books, Films & Software		52,227	18,494	5,083	4,055	975	1,777	340,450	205,866
Supplies & Services		1,497,353	1,538,767	155,844	169,135	81,499	54,766	4,079,761	3,936,150
Other Expense		385	67	1,549	3,034	116,715	528,466	326,897	722,355
		1,569,117	1,575,039	190,230	200,967	207,531	595,192	4,941,244	5,080,792
Contractuals									
Rentals - Other		8,417	1,514	4,125	2,854	0	0	36,084	26,628
Fees & Contractuals - Other		54,545	34,753	97,234	143,877	69,034	46,487	379,967	288,371
		62,962	36,267	101,359	146,731	69,034	46,487	416,051	314,999
Capital									
Repairs, Bldgs. & Grounds		1,570,739	1,654,547	0	0	0	0	1,570,739	1,654,615
New/Repl. Equipment - Other		111,664	645,709	43,260	44,199	0	0	226,190	761,073
Capital from Current		1,664,003	634,096	0	0	0	0	1,682,676	657,770
Permanent Improvements		49,611	4,462	0	0	80,098	577,299	130,066	587,642
		3,396,017	2,938,814	43,260	44,199	80,098	577,299	3,609,671	3,661,100
Other									
Transfer to Reserves		0	0	0	0	0	0	0	0
	Actual	5,028,096	4,550,120	334,849	391,897	356,663	1,218,978	8,966,966	9,056,891
	Budget	8,865,601	7,702,129	580,038	751,877	1,533,266	1,309,817	17,889,446	16,767,658
	% Spent	56.7%	59.1%	57.7%	52.1%	23.3%	93.1%	50.1%	54.0%
TOTAL ACTUAL	$	12,069,845	11,085,301	115,979,571	17,392,019	9,730,268	12,006,784	148,192,287	152,770,573
TOTAL BUDGET	$	20,576,394	19,623,346	191,834,631	32,238,691	20,351,931	19,986,635	252,570,667	257,926,451
	% Spent	58.7%	56.5%	60.5%	53.9%	47.8%	60.1%	58.7%	59.2%

* Salaries and Wages for school personnel, were budgeted under Superintendent of Schools in 1996. In 1997, these expenditures are budgeted under Superintendent of Human Resources.

The Board of Education for the City of Hamilton
Interim Financial Status Report - Modified Cash Basis
For the Period Ended July 31, 1997

REVENUES		1997 Actual	1997 Budget	%	1996 Actual	1996 Budget	%
Local Taxation							
Municipal Levy	$	94,734,000	162,675,455	58.2%	93,255,673	161,073,682	57.9%
Supplementary Taxes, Telephone and Telegraph Receipts Payments in Lieu, Surplus (Deficit)		(437,929)	4,600,351	-9.5%	3,352,008	7,996,209	41.9%
		94,296,071	167,275,806	56.4%	96,607,681	169,069,891	57.1%
Government of Ontario							
General Legislative Grants		42,218,474	70,498,812	59.9%	45,143,023	73,332,034	61.6%
Other Provincial Revenue		452,415	455,700	99.3%	651,164	1,821,300	35.8%
		42,670,889	70,954,512	60.1%	45,794,187	75,153,334	60.9%
Other							
Tuition Fees		6,998,784	9,682,579	72.3%	7,481,849	12,061,920	62.0%
Transfers from Reserves		3,150,000	3,150,000	0.0%	0	0	0.0%
Other Revenue		747,511	1,507,770	49.6%	551,101	1,641,306	33.6%
		10,896,295	14,340,349	76.0%	8,032,950	13,703,226	58.6%
TOTAL	$	147,863,255	252,570,667	58.5%	150,434,818	257,926,451	58.3%

The Board of Education for the City of Hamilton
Summary of Financial Information - Director

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
CLERICAL & TECHNICAL STAFF		30,803.00	11,767.39	19,035.61	
SUPERVISORY & ADMINISTRATIVE STAFF		341,772.00	189,922.18	151,849.82	
*** SALARIES AND WAGES**	*	**372,575.00**	**201,689.57**	**170,885.43**	**54.1%**
TRAVEL EXPENSE					
TRAVEL ALLOWANCE		1,360.00	793.31	566.69	
TRAVEL REIMBURSEMENT		2,259.00	0.00	2,259.00	
*** TRAVEL EXPENSE**	*	**3,619.00**	**793.31**	**2,825.69**	**21.9%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		8,855.00	3,693.00	5,162.00	
*** PERSONNEL TRAINING**	*	**8,855.00**	**3,693.00**	**5,162.00**	**41.7%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		500.00	378.40	121.60	
COMPUTER SOFTWARE		400.00	0.00	400.00	
*** BOOKS/FILMS AND SOFTWARE**	*	**900.00**	**378.40**	**521.60**	**42.0%**
SUPPLIES AND SERVICES					
ADVERTISING		7,900.00	756.07	7,143.93	
GENERAL SUPPLIES		38,170.00	8,998.70	29,171.30	
PHOTOCOPIER		4,000.00	2,439.65	1,560.35	
PRINTING		26,900.00	13,080.89	13,819.11	
REPAIRS-FURNITURE & EQUIPMENT		250.00	0.00	250.00	
*** SUPPLIES AND SERVICES**	*	**77,220.00**	**25,275.31**	**51,944.69**	**32.7%**
CAPITAL EXPENDITURES					
VANDALISM		853.00	0.00	853.00	
*** CAPITAL EXPENDITURES**	*	**853.00**	**0.00**	**853.00**	**0.0%**
FEES AND CONTRACTUAL SERVICES					
INDUSTRIAL EDUCATION COUNCIL		33,000.00	21,637.43	11,362.57	
PROFESSIONAL FEES		12,000.00	23,727.91	(11,727.91)	
*** FEES AND CONTRACTUAL SERVICES**	*	**45,000.00**	**45,365.34**	**(365.34)**	**100.8%**
OTHER					
ASSOC MEMBERSHIP FEES - BOARD		79,495.00	76,762.23	2,732.77	
GRANTS TO ORGS AND INSTITUTNS		15,490.00	9,768.44	5,721.56	
MISCELLANEOUS		3,450.00	2,971.15	478.85	
SPECIAL EVENTS		20,000.00	4,907.46	15,092.54	
*** OTHER**	*	**118,435.00**	**94,409.28**	**24,025.72**	**79.7%**
	$	**627,457.00**	**371,604.21**	**255,852.79**	**59.2%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Trustees

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
TRUSTEE HONORARIA		260,215.00	151,451.29	108,763.71	
*** SALARIES AND WAGES**	*	**260,215.00**	**151,451.29**	**108,763.71**	**58.2%**
TRAVEL EXPENSE					
TRAVEL ALLOWANCE		21,850.00	12,745.39	9,104.61	
*** TRAVEL EXPENSE**	*	**21,850.00**	**12,745.39**	**9,104.61**	**58.3%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		14,650.00	5,969.23	8,680.77	
*** PERSONNEL TRAINING**	*	**14,650.00**	**5,969.23**	**8,680.77**	**40.7%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		300.00	92.00	208.00	
*** BOOKS/FILMS AND SOFTWARE**	*	**300.00**	**92.00**	**208.00**	**30.7%**
SUPPLIES AND SERVICES					
BOARD COMMITTEE MEETINGS		9,000.00	4,774.78	4,225.22	
BOARD MINUTES		8,000.00	(3,000.00)	11,000.00	
GENERAL SUPPLIES		200.00	145.20	54.80	
PRINTING		200.00	251.76	(51.76)	
REPAIRS-FURNITURE & EQUIPMENT		800.00	231.50	568.50	
*** SUPPLIES AND SERVICES**	*	**18,200.00**	**2,403.24**	**15,796.76**	**13.2%**
CAPITAL EXPENDITURES					
FURNITURE & EQUIPMENT		0.00	470.72	(470.72)	
*** CAPITAL EXPENDITURES**	*	**0.00**	**470.72**	**(470.72)**	
FEES AND CONTRACTUAL SERVICES					
LEGAL FEES		15,000.00	0.00	15,000.00	
*** FEES AND CONTRACTUAL SERVICES**	*	**15,000.00**	**0.00**	**15,000.00**	**0.0%**
OTHER					
MISCELLANEOUS		3,000.00	2,596.36	403.64	
*** OTHER**	*	**3,000.00**	**2,596.36**	**403.64**	**86.5%**
	$	**333,215.00**	**175,728.23**	**157,486.77**	**52.7%**

Note: Board Minutes — Expenditures relating to Board Minutes to begin in September

The Board of Education for the City of Hamilton
Summary of Financial Information - Program Services

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
CLERICAL & TECHNICAL STAFF		708,805.00	388,992.98	319,812.02	
EDUCATIONAL ASSISTANTS		107,935.00	63,548.07	44,386.93	
RECOV SALARIES-APPRVD FACILITY		1,731,178.00	1,079,943.74	651,234.26	
RECOVERABLE SALARIES - OTHER		115,123.00	45,850.78	69,272.22	
SPECIALIZED SERVICES STAFF		1,872,701.00	1,147,182.90	725,518.10	
SUPERVISORY & ADMINISTRATIVE STAFF		2,016,533.00	1,099,731.13	916,801.87	
TEACHING STAFF		321,444.00	165,577.24	155,866.76	
TEACHING STAFF - CONT. ED.		1,750,000.00	873,634.63	876,365.37	
TEMP ASSIST CURR DEVELOPMENT		45,000.00	9,200.00	35,800.00	
TEMPORARY ASSISTANCE		75,000.00	47,592.08	27,407.92	
* **SALARIES AND WAGES**	*	**8,743,719.00**	**4,921,253.55**	**3,822,465.45**	**56.3%**
TRAVEL EXPENSE					
OTHER TRAVEL EXPENSES		800.00	400.00	400.00	
RECOVERABLE TRAVEL EXPENSES		3,200.00	2,273.96	926.04	
TRAVEL ALLOWANCE		2,500.00	1,041.70	1,458.30	
TRAVEL REIMBURSEMENT		53,500.00	29,335.44	24,164.56	
* **TRAVEL EXPENSE**	*	**60,000.00**	**33,051.10**	**26,948.90**	**55.1%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		17,500.00	7,879.31	9,620.69	
* **PERSONNEL TRAINING**	*	**17,500.00**	**7,879.31**	**9,620.69**	**45.0%**
BURSARIES AND STUDENT AID					
BURSARIES		90,000.00	35,815.00	54,185.00	
* **BURSARIES AND STUDENT AID**	*	**90,000.00**	**35,815.00**	**54,185.00**	**39.8%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		53,750.00	37,712.03	16,037.97	
CLASS TEXTS		0.00	835.10	(835.10)	
COMPUTER SOFTWARE		19,200.00	3,417.03	15,782.97	
LIBRARY BOOKS-CURRIC RESOURCES		0.00	1,772.07	(1,772.07)	
* **BOOKS/FILMS AND SOFTWARE**	*	**72,950.00**	**43,736.23**	**29,213.77**	**60.0%**

Notes: Class Texts — Budget for Class Texts included with Budget for Books/Films & Tapes
Library Books-Curr Resources — Budget for Library Books-Curr Resources included with Budget for Books/Films & Tapes

The Board of Education for the City of Hamilton
Summary of Financial Information - Program Services

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
SUPPLIES AND SERVICES					
ADVERTISING		40,000.00	6,520.69	33,479.31	
CARETAKING SUPPLIES		4,800.00	3,320.14	1,479.86	
GENERAL SUPPLIES		100,130.00	58,357.43	41,772.57	
INSTRUCTIONAL SUPPLIES		112,205.00	16,846.31	95,358.69	
PHOTOCOPIER		21,720.00	10,725.85	10,994.15	
PRINTING		24,000.00	32,828.28	(8,828.28)	
RECOVERABLE SUPPLIES & SERVICE		78,250.00	36,481.35	41,768.65	
REPAIRS-FURNITURE & EQUIPMENT		7,650.00	5,360.22	2,289.78	
TELECOMMUNICATION SERVICES		8,500.00	8,378.65	121.35	
TRANSLATION SERVICES		2,400.00	1,617.50	782.50	
* **SUPPLIES AND SERVICES**	*	**399,655.00**	**180,436.42**	**219,218.58**	**45.1%**
CAPITAL EXPENDITURES					
CAPITAL LEASE		11,394.00	7,504.20	3,889.80	
FURNITURE & EQUIPMENT		25,500.00	24,586.40	913.60	
RECOVERABLE - FURN & EQUIP		5,000.00	8,857.68	(3,857.68)	
* **CAPITAL EXPENDITURES**	*	**41,894.00**	**40,948.28**	**945.72**	**97.7%**
RENTALS					
FURNITURE & EQUIPMENT - RENTAL		1,000.00	588.10	411.90	
INSTRUCTIONAL ACCOMMODATION		23,280.00	8,669.92	14,610.08	
RECOVERABLE INSTR ACCOMMODATION		4,500.00	3,296.24	1,203.76	
RECREATION FACILITIES		24,500.00	7,994.17	16,505.83	
* **RENTALS**	*	**53,280.00**	**20,548.43**	**32,731.57**	**38.6%**
FEES AND CONTRACTUAL SERVICES					
MEDICAL FEES		25,000.00	6,401.69	18,598.31	
PROFESSIONAL FEES		77,601.00	56,942.38	20,658.62	
PUBLIC TRANSIT FARES		65,000.00	46,675.27	18,324.73	
ROYALTIES		0.00	216.85	(216.85)	
TAXIS - CHARTERED BUSES		20,000.00	6,457.04	13,542.96	
* **FEES AND CONTRACTUAL SERVICES**	*	**187,601.00**	**116,693.23**	**70,907.77**	**62.2%**
OTHER					
ATHLETIC PROGRAM EXPENSES		136,820.00	79,918.41	56,901.59	
ATHLETIC PROGRAM SUBSIDY		30,400.00	17,875.00	12,525.00	
MISCELLANEOUS		4,500.00	5,961.81	(1,461.81)	
* **OTHER**	*	**171,720.00**	**103,755.22**	**67,964.78**	**60.4%**
	$	**9,838,319.00**	**5,504,116.77**	**4,334,202.23**	**55.9%**

Notes: Printing — Resource documents to support M.E.T. mandated curriculum.

The Board of Education for the City of Hamilton
Summary of Financial Information - Superintendent of Schools

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
SALARIES & WAGES					
SUPERVISORY & ADMINISTRATIVE STAFF		488,292.00	259,692.47	228,599.53	
TEMPORARY ASSISTANCE		1,600.00	0.00	1,600.00	
* **SALARIES & WAGES**	*	**489,892.00**	**259,692.47**	**230,199.53**	**53.0%**
TRAVEL EXPENSE					
TRAVEL ALLOWANCE		5,000.00	2,395.91	2,604.09	
TRAVEL REIMBURSEMENT		50,000.00	21,742.84	28,257.16	
* **TRAVEL EXPENSE**	*	**55,000.00**	**24,138.75**	**30,861.25**	**43.9%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		40,000.00	9,367.81	30,632.19	
* **PERSONNEL TRAINING**	*	**40,000.00**	**9,367.81**	**30,632.19**	**23.4%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		3,000.00	1,864.09	1,135.91	
COMPUTER SOFTWARE		600.00	0.00	600.00	
* **BOOKS/FILMS AND SOFTWARE**	*	**3,600.00**	**1,864.09**	**1,735.91**	**51.8%**
SUPPLIES AND SERVICES					
CARETAKING SUPPLIES		4,826.00	2,313.26	2,512.74	
GARBAGE COLLECTION		2,000.00	408.83	1,591.17	
GENERAL SUPPLIES		15,000.00	4,719.28	10,280.72	
INSTRUCTIONAL SUPPLIES		70,845.00	11,292.90	59,552.10	
PRINTING		11,000.00	499.72	10,500.28	
REPAIRS-FURNITURE & EQUIPMENT		62,025.00	26,143.13	35,881.87	
TELECOMMUNICATION SERVICES		17,500.00	6,533.99	10,966.01	
* **SUPPLIES AND SERVICES**	*	**183,196.00**	**51,911.11**	**131,284.89**	**28.3%**
CAPITAL EXPENDITURES					
CAPITAL FROM CURRENT		100,000.00	18,673.14	81,326.86	
FURNITURE & EQUIPMENT		4,000.00	2,675.25	1,324.75	
VANDALISM		42,647.00	357.18	42,289.82	
* **CAPITAL EXPENDITURES**	*	**146,647.00**	**21,705.57**	**124,941.43**	**14.8%**
FEES AND CONTRACTUAL SERVICES					
LICENSES		41,000.00	38,661.05	2,338.95	
* **FEES AND CONTRACTUAL SERVICES**	*	**41,000.00**	**38,661.05**	**2,338.95**	**94.3%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Superintendent of Schools

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
OTHER					
AREA INITIATIVES		10,000.00	200.00	9,800.00	
MISCELLANEOUS		5,000.00	556.50	4,443.50	
SCHOOL LEVEL P.R.		5,000.00	4,800.00	200.00	
* OTHER	*	20,000.00	5,556.50	14,443.50	27.8%
	$	979,335.00	412,897.35	566,437.65	42.2%

The Board of Education for the City of Hamilton
Summary of Financial Information - Supt Of Schools - School Budgets

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
BOOKS/FILMS AND SOFTWARE					
CLASS TEXTS		345,935.00	172,568.66	173,366.34	
COMPUTER SOFTWARE		52,590.00	5,951.51	46,638.49	
LIBRARY BOOKS-CURRIC RESOURCES		241,839.00	53,837.18	188,001.82	
*** BOOKS/FILMS AND SOFTWARE**	*	**640,364.00**	**232,357.35**	**408,006.65**	**36.3%**
SUPPLIES AND SERVICES					
CARETAKING SUPPLIES		506,901.00	326,620.97	180,280.03	
COMMENCE EXERCISES/FIELD TRIPS		41,339.00	41,339.00	0.00	
GENERAL SUPPLIES		84,460.00	57,556.25	26,903.75	
INSTRUCTIONAL SUPPLIES		3,030,832.00	1,345,752.26	1,685,079.74	
POSTAGE		36,205.00	8,486.55	27,718.45	
PRINTING		74,659.00	43,632.63	31,026.37	
REPAIRS-FURNITURE & EQUIPMENT		170,930.00	93,883.27	77,046.73	
TELECOMMUNICATION SERVICES		239,628.00	126,552.43	113,075.57	
*** SUPPLIES AND SERVICES**	*	**4,184,954.00**	**2,043,823.36**	**2,141,130.64**	**48.8%**
CAPITAL EXPENDITURES					
FURNITURE & EQUIPMENT		71,700.00	34,293.02	37,406.98	
*** CAPITAL EXPENDITURES**	*	**71,700.00**	**34,293.02**	**37,406.98**	**47.8%**
RENTALS					
FURNITURE & EQUIPMENT - RENTAL		500.00	2,842.96	(2,342.96)	
*** RENTALS**	*	**500.00**	**2,842.96**	**(2,342.96)**	**568.6%**
	$	**4,897,518.00**	**2,313,316.69**	**2,584,201.31**	**47.2%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Superintendent of Schools - FLS

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
CARETAKING & MAINTENANCE STAFF		188,993.00	92,824.07	96,168.93	
CLERICAL & TECHNICAL STAFF		155,924.00	82,490.88	73,433.12	
LUNCHROOM SUPERVISORS		2,775.00	1,544.40	1,230.60	
PRINCIPALS AND VICE PRINCIPALS		166,272.00	99,763.18	66,508.82	
RECOV SALARIES-STAFF ON LOAN		89,171.00	42,298.22	46,872.78	
RECOVERABLE SALARIES - OTHER		3,500.00	0.00	3,500.00	
SUPERVISORY & ADMINISTRATIVE STAFF		156,241.00	120,101.80	36,139.20	
TEACHING STAFF		1,893,976.00	1,100,417.69	793,558.31	
TEMP ASSIST CURR DEVELOPMENT		4,700.00	0.00	4,700.00	
TEMPORARY ASSISTANCE		1,100.00	0.00	1,100.00	
*** SALARIES AND WAGES**	*	**2,662,652.00**	**1,539,440.24**	**1,123,211.76**	**57.8%**
TRAVEL EXPENSE					
OTHER TRAVEL EXPENSES		100.00	0.00	100.00	
TRAVEL ALLOWANCE		1,250.00	729.19	520.81	
TRAVEL REIMBURSEMENT		1,227.00	637.11	589.89	
*** TRAVEL EXPENSE**	*	**2,577.00**	**1,366.30**	**1,210.70**	**53.0%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		6,100.00	3,169.68	2,930.32	
*** PERSONNEL TRAINING**	*	**6,100.00**	**3,169.68**	**2,930.32**	**52.0%**
BURSARIES AND STUDENT AID					
BURSARIES		2,160.00	900.00	1,260.00	
*** BURSARIES AND STUDENT AID**	*	**2,160.00**	**900.00**	**1,260.00**	**41.7%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		220.00	88.49	131.51	
COMPUTER SOFTWARE		190.00	0.00	190.00	
*** BOOKS/FILMS AND SOFTWARE**	*	**410.00**	**88.49**	**321.51**	**21.6%**
SUPPLIES AND SERVICES					
GENERAL SUPPLIES		1,309.00	691.49	617.51	
PRINTING		1,000.00	0.00	1,000.00	
REPAIRS-FURNITURE & EQUIPMENT		300.00	0.00	300.00	
TRANSLATION SERVICES		7,500.00	535.36	6,964.64	
*** SUPPLIES AND SERVICES**	*	**10,109.00**	**1,226.85**	**8,882.15**	**12.1%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Superintendent of Schools - FLS

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
REPAIRS - LANDSCAPING					
REPAIRS-BUILDINGS & GROUNDS		685.00	0.00	685.00	
*** REPAIRS - LANDSCAPING**	*	**685.00**	**0.00**	**685.00**	**0.0%**
CAPITAL EXPENDITURES					
CAPITAL FROM CURRENT		1,490.00	0.00	1,490.00	
FURNITURE & EQUIPMENT		3,908.00	383.09	3,524.91	
PERMANENT IMPROVEMENTS		685.00	0.00	685.00	
VANDALISM		2,559.00	0.00	2,559.00	
*** CAPITAL EXPENDITURES**	*	**8,642.00**	**383.09**	**8,258.91**	**4.4%**
RENTALS					
RECREATION FACILITIES		5,000.00	150.04	4,849.96	
SITES		16,000.00	0.00	16,000.00	
*** RENTALS**	*	**21,000.00**	**150.04**	**20,849.96**	**0.7%**
FEES AND CONTRACTUAL SERVICES					
PROFESSIONAL FEES		22,000.00	11,566.79	10,433.21	
PUBLIC TRANSIT FARES		58,680.00	31,081.00	27,599.00	
*** FEES AND CONTRACTUAL SERVICES**	*	**80,680.00**	**42,647.79**	**38,032.21**	**52.9%**
TRANSFERS TO OTHER BOARDS					
TUITION FEES - BDS WITHIN ONT		213,043.00	0.00	213,043.00	
*** TRANSFERS TO OTHER BOARDS**	*	**213,043.00**	**0.00**	**213,043.00**	**0.0%**
OTHER					
AREA INITIATIVES		9,870.00	730.00	9,140.00	
ATHLETIC PROGRAM EXPENSES		1,580.00	0.00	1,580.00	
ATHLETIC PROGRAM SUBSIDY		1,200.00	1,200.00	0.00	
MISCELLANEOUS		990.00	0.00	990.00	
SCHOOL LEVEL P.R.		2,240.00	0.00	2,240.00	
*** OTHER**	*	**15,880.00**	**1,930.00**	**13,950.00**	**12.2%**
	$	**3,023,938.00**	**1,591,302.48**	**1,432,635.52**	**52.6%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Supt Of Schools - Fls - School Budgets

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
BOOKS/FILMS AND SOFTWARE					
CLASS TEXTS		8,506.00	1,443.67	7,062.33	
COMPUTER SOFTWARE		1,006.00	59.30	946.70	
LIBRARY BOOKS-CURRIC RESOURCES		8,880.00	2,145.56	6,734.44	
* **BOOKS/FILMS AND SOFTWARE**	*	**18,392.00**	**3,648.53**	**14,743.47**	**19.8%**
SUPPLIES AND SERVICES					
CARETAKING SUPPLIES		8,715.00	6,914.15	1,800.85	
COMMENCE EXERCISES/FIELD TRIPS		500.00	500.00	0.00	
GENERAL SUPPLIES		2,635.00	474.21	2,160.79	
INSTRUCTIONAL SUPPLIES		53,533.00	18,066.22	35,466.78	
POSTAGE		2,735.00	1,098.11	1,636.89	
PRINTING		4,232.00	3,709.01	522.99	
REPAIRS-FURNITURE & EQUIPMENT		10,832.00	4,135.27	6,696.73	
TELECOMMUNICATION SERVICES		6,355.00	5,092.27	1,262.73	
* **SUPPLIES AND SERVICES**	*	**89,537.00**	**39,989.24**	**49,547.76**	**44.7%**
	$	**107,929.00**	**43,637.77**	**64,291.23**	**40.4%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Administrative & Operational Services

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
CARETAKING & MAINTENANCE STAFF		666,228.00	336,068.85	330,159.15	
CLERICAL & TECHNICAL STAFF		1,457,064.00	838,873.49	618,190.51	
SALARIES CHARGEBACK/CLEARING		(666,228.00)	(333,873.72)	(332,354.28)	
SUPERVISORY & ADMINISTRATIVE STAFF		1,169,362.00	567,099.59	602,262.41	
TEMPORARY ASSISTANCE		300,700.00	158,373.36	142,326.64	
*** SALARIES AND WAGES**	*	**2,927,126.00**	**1,566,541.57**	**1,360,584.43**	**53.5%**
TRAVEL EXPENSE					
TRAVEL ALLOWANCE		1,250.00	729.19	520.81	
TRAVEL REIMBURSEMENT		24,870.00	13,201.09	11,668.91	
*** TRAVEL EXPENSE**	*	**26,120.00**	**13,930.28**	**12,189.72**	**53.3%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		5,213.00	5,221.82	(8.82)	
*** PERSONNEL TRAINING**	*	**5,213.00**	**5,221.82**	**(8.82)**	**100.2%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		11,200.00	5,526.66	5,673.34	
COMPUTER SOFTWARE		167,505.00	46,700.66	120,804.34	
*** BOOKS/FILMS AND SOFTWARE**	*	**178,705.00**	**52,227.32**	**126,477.68**	**29.2%**
ENERGY COSTS					
FUEL OIL		4,000.00	2,779.42	1,220.58	
GASOLINE AND PROPANE		25,000.00	15,271.27	9,728.73	
HYDRO		3,400,000.00	1,737,426.23	1,662,573.77	
NATURAL GAS		2,200,000.00	1,529,578.01	670,421.99	
*** ENERGY COSTS**	*	**5,629,000.00**	**3,285,054.93**	**2,343,945.07**	**58.4%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Administrative & Operational Services

Data as of: 1997 07 31	Budget	Actuals	Balance	% Spent
SUPPLIES AND SERVICES				
Administrative Services				
Telecommunication Services	267,188.00	110,059.36	157,128.64	
Cellular Telephones	9,500.00	6,131.95	3,368.05	
Postage	56,500.00	40,593.65	15,906.35	
Cartage	230,000.00	125,656.58	104,343.42	
Offsite Parking Charges	4,845.00	158.68	4,686.32	
Offset - DR Clrng	150,000.00	85,578.72	64,421.28	
Offset - CR Clrng	(150,000.00)	(79,641.30)	(70,358.70)	
	568,033.00	288,537.64	279,495.36	
Plant Services				
Water-Sewage	475,000.00	310,861.21	164,138.79	
Garbage Collection	300,000.00	146,566.09	153,433.91	
Pest Control Services	16,000.00	12,238.17	3,761.83	
Snow Removal	65,000.00	57,039.20	7,960.80	
Controls-Telephone Lines	3,000.00	1,671.13	1,328.87	
Repairs Motor Vehicle	65,000.00	35,150.18	29,849.82	
Surveillance-Telephone Lines	2,890.00	2,102.61	787.39	
Safety Shoes	1,000.00	347.97	652.03	
Shop Overhead	50,000.00	28,811.30	21,188.70	
Vacation & Sick Time	125,000.00	61,007.00	63,993.00	
Overhead Interfunction Trans.	(202,000.00)	(57,197.98)	(144,802.02)	
Interfunction Transfer Operation	(3,918,000.00)	(677,939.83)	(3,240,060.17)	
Overhead General	(214,000.00)	(113,643.60)	(100,356.40)	
Supplies-DR Expense Clrng.	6,100,000.00	1,837,105.37	4,262,894.63	
Supplies-CR Expense Clrng.	(2,182,000.00)	(1,215,792.76)	(966,207.24)	
	686,890.00	428,326.06	258,563.94	
General Services				
Repairs Furniture - Equipment	268,325.00	123,973.53	144,351.47	
General Supplies	255,002.00	185,599.49	69,402.51	
Recoverable Supplies & Services	0.00	968.25	(968.25)	
Photocopier	5,000.00	2,096.70	2,903.30	
Printing	129,978.00	79,349.33	50,628.67	
Temporary Assistance Invoiced	235,266.00	388,502.32	(153,236.32)	
Instructional Supplies	9,217.00	0.00	9,217.00	
	902,788.00	780,489.62	122,298.38	
	2,157,711.00	**1,497,353.32**	**660,357.68**	**69.4%**
REPAIRS - LANDSCAPING				
LANDSCAPING AND GROUNDS	130,550.00	42,893.41	87,656.59	
REPAIRS-BUILDINGS & GROUNDS	2,800,000.00	1,527,845.58	1,272,154.42	
* **REPAIRS - LANDSCAPING** *	**2,930,550.00**	**1,570,738.99**	**1,359,811.01**	**53.6%**

NOTE: TEMPORARY ASSISTANCE INVOICED

Includes expenditures $ 175,000 for engineering assistance in Plant and demographic analysis in Research which is offset in line one.

The Board of Education for the City of Hamilton
Summary of Financial Information - Administrative & Operational Services

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
CAPITAL EXPENDITURES					
CAPITAL FROM CURRENT		2,400,850.00	1,664,002.76	736,847.24	
CAPITAL LEASE		1,420,246.00	1,157,076.19	263,169.81	
FURNITURE & EQUIPMENT		746,000.00	111,664.45	634,335.55	
PERMANENT IMPROVEMENTS		117,500.00	49,611.02	67,888.98	
VANDALISM		179,117.00	0.00	179,117.00	
* **CAPITAL EXPENDITURES**	*	**4,863,713.00**	**2,982,354.42**	**1,881,358.58**	**61.3%**
RENTALS					
FURNITURE & EQUIPMENT - RENTAL		1,754,061.00	1,041,491.96	712,569.04	
* **RENTALS**	*	**1,754,061.00**	**1,041,491.96**	**712,569.04**	**59.4%**
FEES AND CONTRACTUAL SERVICES					
INSPECTION & TESTING		88,995.00	52,459.55	36,535.45	
LEGAL FEES		11,000.00	2,085.34	8,914.66	
* **FEES AND CONTRACTUAL SERVICES**	*	**99,995.00**	**54,544.89**	**45,450.11**	**54.5%**
OTHER					
MISCELLANEOUS		4,200.00	385.22	3,814.78	
* **OTHER**	*	**4,200.00**	**385.22**	**3,814.78**	**9.2%**
	$	**20,576,394.00**	**12,069,844.72**	**8,506,549.28**	**58.7%**

The Board of Education for the City of Hamilton
Summary of Financial Information - School Salaries - HRS

Data as of: 1997 07 31	Budget	Actuals	Balance	% Spent
SALARIES AND WAGES				
CARETAKING & MAINTENANCE STAFF	11,235,945.00	6,806,045.44	4,429,899.56	
CLERICAL & TECHNICAL STAFF	5,377,684.00	3,170,146.53	2,207,537.47	
EDUCATIONAL ASSISTANTS	5,989,569.00	3,661,217.71	2,328,351.29	
LUNCHROOM SUPERVISORS	840,400.00	499,292.97	341,107.03	
PRINCIPALS AND VICE PRINCIPALS	10,031,939.00	5,914,322.40	4,117,616.60	
RECOVERABLE SALARIES - OTHER	79,690.00	0.00	79,690.00	
SALARIES CHARGEBACK/CLEARING	0.00	74,289.36	(74,289.36)	
SUPERVISORY & ADMINISTRATIVE STAFF	896,111.00	523,386.33	372,724.67	
TEACHING STAFF	130,769,950.00	78,681,988.27	52,087,961.73	
TEMPORARY ASSISTANCE	109,000.00	49,090.10	59,909.90	
* **SALARIES AND WAGES** *	**$ 165,330,288.00**	**99,379,779.11**	**65,950,508.89**	**60.1%**

Notes: Recov Sal - Other — The actual salaries are to be reallocated to this account for the next report.

Salaries Chargeback/Clearing — These expenditures are to be reallocated for the next report.

The Board of Education for the City of Hamilton
Summary of Financial Information - Human Resources Services

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
CARETAKING & MAINTENANCE STAFF		675,067.00	290,785.33	384,281.67	
CLERICAL & TECHNICAL STAFF		320,151.00	205,389.80	114,761.20	
RECOV SALARIES-STAFF ON LOAN		624,067.00	407,266.32	216,800.68	
SUPERVISORY & ADMINISTRATIVE STAFF		808,205.00	474,645.97	333,559.03	
TEMPORARY ASSISTANCE		43,700.00	6,050.19	37,649.81	
*** SALARIES AND WAGES**	*	**2,471,190.00**	**1,384,137.61**	**1,087,052.39**	**56.0%**
EMPLOYEE BENEFITS					
CANADA PENSION PLAN (C.P.P.)		0.00	0.00	0.00	
DEATH BENEFITS		0.00	0.00	0.00	
DENTAL INSURANCE		0.00	0.00	0.00	
EARLY RETIREMENT INCENT PLAN		0.00	(7,000.00)	7,000.00	
EMPLOYEE BENEFITS		21,674,072.00	13,108,539.83	8,565,532.17	
EMPLOYER HEALTH TAX (EHT)		0.00	0.00	0.00	
EXTENDED HEALTH NON-TEACHING		0.00	0.00	0.00	
EXTENDED HEALTH TEACHING		0.00	0.00	0.00	
GRATUITIES		1,779,043.00	1,779,043.00	0.00	
GROUP LIFE INSURANCE		0.00	0.00	0.00	
O.M.E.R.S.		0.00	0.00	0.00	
PENSION SUPPLEMENT		0.00	222.18	(222.18)	
SEMI-PRIVATE		0.00	0.00	0.00	
SUPPLEMENTARY O.M.E.R.S.TYPE 1		0.00	0.00	0.00	
UIC MATERNAL/ADOPTION SUB PLAN		0.00	0.00	0.00	
UNEMPLOYMENT INSURANCE		0.00	0.00	0.00	
WORKERS COMPENSATION		0.00	0.00	0.00	
*** EMPLOYEE BENEFITS**	*	**23,453,115.00**	**14,880,805.01**	**8,572,309.99**	**63.4%**
TRAVEL EXPENSE					
TRAVEL ALLOWANCE		1,250.00	729.19	520.81	
TRAVEL REIMBURSEMENT		23,275.00	11,053.18	12,221.82	
*** TRAVEL EXPENSE**	*	**24,525.00**	**11,782.37**	**12,742.63**	**48.0%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		21,047.00	15,971.76	5,075.24	
*** PERSONNEL TRAINING**	*	**21,047.00**	**15,971.76**	**5,075.24**	**75.9%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		6,380.00	4,777.74	1,602.26	
COMPUTER SOFTWARE		5,200.00	305.27	4,894.73	
*** BOOKS/FILMS AND SOFTWARE**	*	**11,580.00**	**5,083.01**	**6,496.99**	**43.9%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Human Resources Services

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
SUPPLIES AND SERVICES					
CARETAKING SUPPLIES		26,185.00	12,473.19	13,711.81	
CLEANING SERVICES		116,192.00	86,653.43	29,538.57	
GENERAL SUPPLIES		15,975.00	8,093.81	7,881.19	
PHOTOCOPIER		6,000.00	1,902.29	4,097.71	
PRINTING		14,200.00	11,422.37	2,777.63	
RECRUITMENT OF STAFF		7,000.00	3,412.86	3,587.14	
REPAIRS-FURNITURE & EQUIPMENT		24,600.00	17,629.16	6,970.84	
SAFETY SHOES		0.00	3,557.03	(3,557.03)	
SAFETY SUPPLIES		12,229.00	10,699.71	1,529.29	
*** SUPPLIES AND SERVICES**	*	**222,381.00**	**155,843.85**	**66,537.15**	**70.1%**
CAPITAL EXPENDITURES					
FURNITURE & EQUIPMENT		54,557.00	43,260.17	11,296.83	
VANDALISM		853.00	0.00	853.00	
*** CAPITAL EXPENDITURES**	*	**55,410.00**	**43,260.17**	**12,149.83**	**78.1%**
RENTALS					
FURNITURE & EQUIPMENT - RENTAL		13,720.00	4,124.60	9,595.40	
*** RENTALS**	*	**13,720.00**	**4,124.60**	**9,595.40**	**30.1%**
FEES AND CONTRACTUAL SERVICES					
LEGAL FEES		118,100.00	28,945.03	89,154.97	
MEDICAL FEES		8,500.00	1,204.89	7,295.11	
PROFESSIONAL FEES		102,000.00	67,084.45	34,915.55	
*** FEES AND CONTRACTUAL SERVICES**	*	**228,600.00**	**97,234.37**	**131,365.63**	**42.5%**
OTHER					
MISCELLANEOUS		2,775.00	1,549.27	1,225.73	
*** OTHER**	*	**2,775.00**	**1,549.27**	**1,225.73**	**55.8%**
	$	**26,504,343.00**	**16,599,792.02**	**9,904,550.98**	**62.6%**

Notes: Early Retirement Incent Plan — These expenditures are to be reallocated for the next report.

Safety Shoes & Supplies — To be combined into one account for the next report.

The Board of Education for the City of Hamilton
Summary of Financial Information - Financial Services

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
CLERICAL & TECHNICAL STAFF		745,333.00	421,289.50	324,043.50	
SUPERVISORY & ADMINISTRATIVE STAFF		734,622.00	384,830.74	349,791.26	
TEMPORARY ASSISTANCE		147,000.00	27,144.34	119,855.66	
* **SALARIES AND WAGES**	*	**1,626,955.00**	**833,264.58**	**793,690.42**	**51.2%**
TRAVEL EXPENSE					
TRAVEL ALLOWANCE		1,250.00	208.34	1,041.66	
TRAVEL REIMBURSEMENT		3,795.00	554.63	3,240.37	
* **TRAVEL EXPENSE**	*	**5,045.00**	**762.97**	**4,282.03**	**15.1%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		15,150.00	7,579.40	7,570.60	
* **PERSONNEL TRAINING**	*	**15,150.00**	**7,579.40**	**7,570.60**	**50.0%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		3,875.00	974.82	2,900.18	
COMPUTER SOFTWARE		575,600.00	0.00	575,600.00	
* **BOOKS/FILMS AND SOFTWARE**	*	**579,475.00**	**974.82**	**578,500.18**	**0.2%**
SUPPLIES AND SERVICES					
ADVERTISING		6,900.00	6,938.52	(38.52)	
BANK CHARGES		3,000.00	46.19	2,953.81	
GENERAL SUPPLIES		11,700.00	2,618.09	9,081.91	
PHOTOCOPIER		8,000.00	4,665.23	3,334.77	
POSTAGE		5,000.00	2,002.07	2,997.93	
PRINTING		28,300.00	4,653.95	23,646.05	
REPAIRS-FURNITURE & EQUIPMENT		2,980.00	79.50	2,900.50	
TEMPORARY ASSISTANCE INVOICED		60,000.00	60,495.58	(495.58)	
* **SUPPLIES AND SERVICES**	*	**125,880.00**	**81,499.13**	**44,380.87**	**64.7%**
CAPITAL EXPENDITURES					
INSURANCE CLAIM EXPENDITURES		125,000.00	79,977.43	45,022.57	
INTEREST DEBENTURE PAYMENTS		2,590,197.00	1,929,609.44	660,587.56	
PRINCIPAL DEBENTURE PAYMENTS		1,908,876.00	1,742,689.15	166,186.85	
VANDALISM		5,971.00	120.09	5,850.91	
* **CAPITAL EXPENDITURES**	*	**4,630,044.00**	**3,752,396.11**	**877,647.89**	**81.0%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Financial Services

Data as of: 1997 07 31		Budget	Actuals	Balance	% Spent
FEES AND CONTRACTUAL SERVICES					
AUDIT FEES		38,000.00	3,425.36	34,574.64	
INSURANCE		659,633.00	670,457.94	(10,824.94)	
LEGAL FEES		50,000.00	39,950.72	10,049.28	
PROFESSIONAL FEES		56,000.00	25,658.21	30,341.79	
PUBLIC TRANSIT FARES		257,600.00	154,247.11	103,352.89	
TAXIS - CHARTERED BUSES		3,454,857.00	2,076,546.57	1,378,310.43	
* **FEES AND CONTRACTUAL SERVICES**	*	**4,516,090.00**	**2,970,285.91**	**1,545,804.09**	**65.8%**
TRANSFERS TO OTHER BOARDS					
TUITION FEES - BDS WITHIN ONT		5,030,858.00	47,803.74	4,983,054.26	
* **TRANSFERS TO OTHER BOARDS**	*	**5,030,858.00**	**47,803.74**	**4,983,054.26**	**1.0%**
OTHER					
MISCELLANEOUS		845.00	526.78	318.22	
MISCELLANEOUS - RECOVERABLE		0.00	(8,357.00)	8,357.00	
MUNICIPAL TAXES		1,900.00	4,524.05	(2,624.05)	
PROVISION - CAPITAL RESERVE		10,000.00	0.00	10,000.00	
SHORT TERM BORROWING		520,000.00	117,168.88	402,831.12	
TAX DEFICIENCIES		3,289,689.00	1,918,985.25	1,370,703.75	
U.S. EXCHANGE / PREMIUM		0.00	2,853.10	(2,853.10)	
* **OTHER**	*	**3,822,434.00**	**2,035,701.06**	**1,786,732.94**	**53.3%**
	$	**20,351,931.00**	**9,730,267.72**	**10,621,663.28**	**47.8%**

Notes:

Advertising	Represents the actual expenditure for the printing of our Financial Statements in the Hamilton Spectator.
Temporary Assistance Invoiced	Expenditures for the filling of position(s) currently on leave/vacant. Budget included under Line 1 (Salaries & Wages).
Insurance	These expenditures are to be reallocated for the next report.
Misc Recoverable	These revenues are to be reallocated for the next report.
Municipal Taxes	Taxes on properties subsequently sold.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FUND MANAGEMENT SUMMARY (000'S)
JULY 31, 1997

	1997	1996
SHORT TERM INVESTMENTS AS AT JULY 31:		
Revenue Fund	$2,100	$3,000
Mill Rate Stabilization Reserve	-	52
Restructuring Reserve Fund	-	218
Integrated Information System Reserve Fund	-	24
Capital Reserves	-	-
Capital Funds	-	-
Retirement Gratuity Reserve	-	-
TOTAL PORTFOLIO	$2,100	$3,294
INTEREST EARNINGS:		
Revenue Fund	$8	$11
Mill Rate Stabilization Reserve	1	2
Restructuring Reserve Fund	3	6
Integrated Information System Reserve Fund	1	1
Capital Reserves and Capital Funds	16	52
Retirement Gratuity Reserve	24	105
TOTAL PORTFOLIO INTEREST EARNED FOR SEVEN MONTHS	$53	$177
BORROWING SUMMARY:		
Total Internal Borrowings	$14,395	$20,924
Total Internal Repayments	10,275	19,177
Total External Borrowings	9,172	8,578
Total External Repayments	9,172	8,578
BALANCE AS AT JULY 31	$4,120	$1,747
INTEREST EXPENSE FOR SEVEN MONTHS:		
Internal Borrowings	$38	$151
External Borrowings	79	358
	$117	$509
BANK INTEREST EARNED FOR SEVEN MONTHS:	$8	$9

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
JULY 31, 1997

CAPITAL RESERVES (000'S)

	Budget 1997	Actual 1997 07 31	Actual 1996 07 31
Opening Balance	$1,144	$1,144	$1,325
Revenues			
Interest Earned	34	16	52
Site Sales	-	1,456	-
	1,178	2,616	1,377
Expenditures			
Transfer to Revenue Fund	-	150	-
Closing Balance	$1,178	$2,466	$1,377

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1997	Actual 1997 07 31	Actual 1996 07 31
Opening Balance	$1,885	$1,885	$4,125
Revenues			
Transfer from Revenue Fund	1,779	1,779	-
Interest Earned	25	24	105
	3,689	3,688	4,230
Expenditures			
Gratuities Paid	3,000	2,395	4,913
Closing Balance	$689	$1,293	($683)

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
JULY 31, 1997

MILL RATE STABILIZATION RESERVE (000'S)

	Budget 1997	Actual 1997 07 31	Actual 1996 07 31
Opening Balance	$53	$53	$51
Revenues			
Interest Earned	2	1	2
Expenditures			
Transfer to Revenue Fund	-	54	-
	$55	$0	$53

RESTRUCTURING RESERVE (000'S)

	Budget 1997	Actual 1997 07 31	Actual 1996 07 31
Opening Balance	$221	$221	$212
Revenues			
Interest Earned	7	3	6
Closing Balance	$228	$224	$218

INTEGRATED INFORMATION SYSTEM RESERVE (000's)

	Budget 1997	Actual 1997 07 31	Actual 1996 07 31
Opening Balance	$25	$25	$24
Revenues			
Interest Earned	1	1	1
Closing Balance	$26	$26	$25

1997 09 09

To: The Chairman and Members
Operations and Finance Committee

From: Merv Matier, Interim Director of Education and Secretary

Re: MUNICIPAL ELECTION BALLOT QUESTION

Report: Decision

BACKGROUND

Pursuant to Section 8(2) of the Municipal Elections Act, a Local Board may pass a resolution to submit to its electors a Question not otherwise authorized by law but within the Board's jurisdiction.

The City Clerk's Office has requested that, since they must give the electors notice of any Question to be contained on the Municipal Election Ballot, such resolution must be adopted and communicated to their office by 1997 09 12.

It should also be noted that, pursuant to Section 8(7) of the said Act, the School Board is responsible for paying the City's cost with respect to giving notice to electors.

ISSUE

Trustee Judith Bishop has submitted a question for consideration by the Board for submission to public school electors in the November, 1997 Municipal Elections.

RECOMMENDATION

That the following be submitted to the City Clerk as a Municipal Election Ballot Question on behalf of the Board of Education for the City of Hamilton:

Should Trustees continue to be elected on a Ward basis?

1997 09 09

To: The Chairman and Members
Operations and Finance Committee

From: Merv Matier, Interim Director of Education and Secretary

RE: INVESTIGATION REPORT FROM THE MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY BOARD REGARDING THE INCIDENT AT MEMORIAL SCHOOL

Report: Information

BACKGROUND

On Wednesday, August 20th, 1997, Debbie Russon received the Investigation Report from the Municipal Freedom of Information and Protection of Privacy Board regarding the incident that occurred at Memorial Elementary School in late July.

On July 30, 1997, a newspaper reporter contacted the Information and Privacy Commissioner of Ontario to report that a number of confidential school records had blown out of a dumpster located at the school. These records were said to be strewn about the residential area around the school. The reporter alerted officials at the Board of this matter, as well as a number of parents whose children's information was contained in some of the records found.

Soon after being notified, the principal of the school retrieved the remaining records out of the dumpster. In addition, the principal, accompanied by the school's vice-principal and chief custodian and one parent, contacted the media and looked around the vicinity of the dumpster for any other reocrds that may have blown away.

The next day the investigators from the Information and Privacy Commission met with officials of the Board and the principal and vice-principal to determine whether the Board's practices were in compliance with the Municipal Freedom of Information and Protection of Privacy Act. The investigators reviewed the material retrieved from the dumpster and determined that it contained personal information.

The Board requested that anyone possessing any of these confidential records to contact the Board at a particular telephone number. On August 1, 1997, some records were returned to the Board and later on August 19th the records in the newspaper's possession were also returned to the Board.

On a positive note, the Commission has commended the principal, vice-principal and the Board for its swift action in retrieving the records from the dumpster and the surrounding areas as soon as they learned of the matter, and for the subsequent corrective steps taken. Nevertheless, in the investigation report, the Privacy Commission has determined that the Board is in contravention of Section 2 (1) of the Act, Section 32 of the Act, Section 3 (1) of the Act and Regulation 823.

In their report they have indicated they do recognize that the personal information was placed in the dumpster inadvertently; however, to prevent this from happening again and to improve upon the Board's information handling practices, they made the following recommendations:

1. The Board should develop written guidelines and implement formal procedures to govern the destruction of personal information. The Privacy Commission suggests that the Board adopt the security measures outlined in their paper, Moving Information: Privacy & Security Guidelines, relating to the disposal of personal information. The Board should also ensure that all employees are made aware of the new guidelines and procedures.

2. The Board should consider either purchasing shredders or providing all schools with "Confidential Security Containers". While they are mindful of the budgetary constraints all institutions are under, the cost involved in the latter is not high, while the need to provide adequate data protection is pressing. The Commission believes that the sensitive nature of the personal information held by the Board, coupled with the circumstances leading to this incident, would warrant such an expenditure.

3. The Board should maintain a formal disposal record setting out what information has been destroyed, and the date of the destruction.

4. The Board should take reasonable steps to ensure that any outstanding records that may have gone astray as a result of this incident are retrieved and properly shredded.

5. The Board should take steps to ensure that staff are made aware of the requirements of Section 3 to Regulation 823, regarding the security measures that are to be in place for the protection of personal information.

Within six months of receiving this report, the Board is to provide the Office of the Information and Privacy Commissioner with proof of compliance with the above recommendations.

ISSUE
To inform trustees of the recommendations of the Information and Privacy Commission.

RECOMMENDATION
That this report be received for information.

Essex County Board of Education

OFFICE OF THE
DIRECTOR OF EDUCATION
AND SECRETARY

360 FAIRVIEW AVE. W.
ESSEX, ONTARIO
N8M 1Y4
(519) 776-6421 Ext. 290
FAX (519) 776-4457

May 15, 1997

Referred to the Operations and Finance Committee at the June Board meeting.

The Honourable Michael Harris,
Premier of Ontario,
Legislative Building,
Queen's Park,
Toronto, Ontario.
M7A 1A1

Dear Sir:

At a regular meeting of the Essex County Board of Education held on April 28, 1997, the Board passed the following resolution:

> *"That the Board forward a letter to the Province of Ontario requesting an education referendum on the next election ballot which would allow the general public to state its feelings on dual educational systems in our province and the tremendous cost savings that could be generated to the tax payers of Ontario under one educational system; it is further recommended that copies of this letter be forwarded to all public boards across the province urging their support."*

Minister Snobelen's comments on April 23, 1997, stating that the Province of Ontario was watching the Quebec situation closely, has prompted the Board to reaffirm its support of one publicly funded educational system.

As we begin to work towards the amalgamation of school boards, it was our Board's position to address the province once again on this issue.

Sincerely,

Joan Flood

Joan Flood,
Chairperson of the Board

c: Public School Boards

REPORT OF THE SESQUICENTENNIAL COMMITTEE

Present: Trustees Johnston (Chairman), Lowe, Rogers and Stewart; Ms. Smillie and Messrs. Neumann and Williamson.

Also Present: Trustees Cunningham and Mulholland; Messrs. M. Aikman, Teacher - Stinson Street School and D. Brown, Chairman of the Archives Committee.

Officials Present: F. Cooke (Interim Superintendent of Schools) and J. Allison (Public Relations Officer).

The Committee recommends:

GENERAL

1. That the theme of the publicity for the Hamilton Board of Education's sesquicentennial celebration be **"150 Years of Excellence"**.

2. That this Committee be re-named **"150 Years of Excellence" Committee**.

3. That the Committee accept with gratitude the $2,000 contribution from Public Relations to cover some of the expenses for the Board's sesquicentennial celebration.

4. That the following Business Plan for the **"150 Years of Excellence"** celebration be approved:

A. 150th Anniversary Book: Self-sustaining through loan, gifts and book sale

B. Other Projects:

Plaque	$3,000
Bumper Stickers	150
T-shirts	0
Stickers	600
Ribbons/Bookmarks	3,200
Binder	10
Time Capsule	0
Awards	250
Displays	100
School Assemblies	0
Classroom Activities	0
Mammoth Celebration	500
(To coincide with the Quarter Century -- pending)	
Commemorative Coin - not recommended at $1.34 each; cost is $53,360 if one given to each student	
Total Budget	**$7,810**

Respectfully submitted

J. JOHNSTON
Chairman

Committee Room
1997 06 25
1997 08 28
1997 09 04

APPENDIX 1

The year 1997 marks not only the sesquicentennial of the Board of Education for the City of Hamilton but also its demise. On January 1, 1998, amalgamation with the Wentworth County Board of Education will be effected by decree of the Government of Ontario.

The Board of Education for the City of Hamilton agreed that these important milestones should be suitably recognized by the appointment of a special committee, by which the significance of these events could be shared with the current student body, staff and community, as well as recorded for posterity.

A committee, composed of Trustees John Johnston (Chairman), Marion Lowe, Joseph Rogers and Robert Stewart; Ms. Eunice Smillie, Messrs. Fred Neumann and Robert Williamson; Dr. Frank Cooke and Ms. Jane Allison (Officials); Messrs. Murray Aikman and Dave Brown (Resource Persons), has researched previous jubilee celebrations of the Board and considered input from the system and developed the recommendations contained in the Report of the Sesquicentennial Committee.

On or before the actual sesquicentennial date of November 25, 1997, the following initiatives are recommended for completion:

1) The theme of the publicity/celebration and name of this special committee will be **"150 Years of Excellence"**.

2) A History of the Board of Education for the City of Hamilton - Publication of 1,000 copies of a volume depicting a history of the Hamilton Board, resplendent with over 200 illustrations and researched by an Archieves Sub-committee composed of M. Aikman, D. Brown, F. Cliffe, P. Hewak, K. Hogan, P. Simpson, E. Smillie, R. Williamson, Gl. Whyte and Gr. Whyte. Numerous additional persons with special expertise have contributed to the text.

The printing cost of the volume will be $20,000, with the book selling for $20. The initial cost outlay will come from the Advertising budget of the Board and will be repaid to the Board from the sale of the volume, of which $350 has already been received. An additional amount of $4,190 has been received in donations from individuals, local teachers' federations and the Hamilton Teachers' Credit Union. This amount will be used for publishing expenses where necessary.

As many of the planned projects as are feasible, considering limited funding which would be redirected where possible from the Trustee budget, plus a $2,000 grant from the Board's Public Relations, the short three-month timeline and priorities established by which the community and the educational system (with special involvement of the student) would be best served. It should be understood that some projects would be undertaken on a no cost basis [reference: Business Plan].

Individual schools will be encouraged to develop "150 Years of Excellence" assemblies and special programs involving the students in art projects, poetry and public speaking.

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

100 Main Street West
Hamilton, Ontario
Telephone (905) 527-5092
Fax (905) 521-2539

100, rue Main Ouest
Hamilton (Ontario)
Téléphone (905) 527-5092
Fac-similé (905) 521-2539

Office of the Trustees

Bureau des conseillères et des conseillers scolaires

1997 09 04

TO THE CHAIRMAN AND MEMBERS
OPERATIONS AND FINANCE COMMITTEE

Ladies and Gentlemen:

Re: REPORT OF THE POLICY REVIEW COMMITTEE

The Policy Review Committee was constituted in 1997 "**to review policies of the Board and report back to the Operations and Finance Committee before the end of November, 1997.**" Trustees Bishop (Chairman) and Orban, Patenaude, MacDonald and myself were appointed to the Committee by the Chairman of the Board.

While diligently working through the policies this past year, the necessity for a complete collection of our policies has become even more crucial. The Local Education Improvement Committee is requesting copies of the policies of the two boards to assist in formulating recommendations for the future Board.

As a result, the Committee agreed that their work had to be accelerated and policy statements captured to reflect the current practices and procedures of this Board as used in the schools and departments. Policies are now formatted in a consistent manner.

The attached Report of the Policy Review Committee is submitted for approval. It should be noted that, as requested, two NEW policies on Purchasing and Tendering have been developed. Once approved by the Board, the Policies will be compiled with existing Board-approved policies into a Policy Binder.

Sincerely,

Ray

Ray Mulholland
Co-Chair, Local Education Improvement Committee
and member of the Policy Review Committee

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

REPORT OF THE POLICY REVIEW COMMITTEE

Present: Trustees Bishop (Chairman), Mulholland and Orban.

Official Present: M. Matier, Interim Director of Education and Secretary

The Committee recommends:

GENERAL

1. That the attached Policy Statements and Operating Procedures be approved as presented.
   (a) New Policies **Blue Page ***
   (b) New Policy Statements **Pink Pages ***
   (c) Revised/amended Policy Statements **Yellow Pages ***

2. That the attached Policy Statement relative to "Textbooks - Selection and Purchase of Curriculum and Teaching Materials" be deleted **White Page ***

Respectfully submitted

JUDITH BISHOP
Chairman

Committee Room
1997 09 02
1997 09 04

N E W POLICIES

Purchasing ***See # 1 in separate package*** It is the policy of the Hamilton Board of Education to support the concept of a central Purchasing Department as a means of obtaining the maximum value for each dollar expended, consistent with educational goals and recognized purchasing practices. All purchasing activity will be consistent with the Code of Ethics of the Purchasing Management Association of Canada (P.M.A.C.)	NEW - as developed by the Policy Review Committee 1997
Tenders and Quotations ***See # 2 in separate package*** It is the policy of the Board of Education for the City of Hamilton that 1. All purchasing of goods and services (including student transportation, professional fees-legal and audit services, leasing agreements and insurance) for the Hamilton Board of Education shall be obtained via verbal quotations, written quotations or formal tender according to the Board's dollar guidelines. All verbal, written quotations and tenders shall be received from a minimum of three suppliers, except when it is neither practical nor possible to obtain three prices (i.e. cases when the products are only available from a limited number of suppliers). Any tender or quotation arriving at the designated location after the closing time specified will not be accepted. All purchasing is to be made under the following Board's dollar guidelines for tendering: $5,000.00 and under -verbal quotation/Buyers discretion $5,001.00 to $30,000.00 -formal quotation $30,001.00 and over -formal tender 2. Tenders for capital projects, defined as major building renovations, replacement of buildings,new construction, additions and transportation will be presented to the Board for approval.	NEW - as developed by the Policy Review Committee 1997

NEW POLICY STATEMENTS

Accessibility ***See # 3 in separate package*** It is the policy of The Board of Education for the City of Hamilton that (a) students, wherever possible, be accommodated in their home schools. (b) in the provision of new buildings, additions and renovations, the Board will strive to meet the Ministry of Education's suggested requirements for disabled students as listed in Appendix 1. (c) accessibility be given consideration in all renovations and building projects, and that appropriate stakeholders be included in the planning process.	✓developed to support recommendations adopted by the Board 1987 and 1996
Assault - Policy Against ***See # 4 in separate package*** It is the policy of the Hamilton Board of Education to investigate and act upon all reported acts of assault.	✓developed to support document approved by the Board 1992 01
Attendance Management System ***See # 5 in separate package*** It is the policy of the Hamilton Board of Education to administer an Attendance Management System which tracks, monitors and reviews employee attendance. The purpose of attendance management procedure is to emphasize the importance of good attendance through fair and consistent administrative practices.	✓developed to support procedures approved by the Board 1993 09
Boundaries ***See # 6 in separate package*** It is the policy of the Hamilton Board of Education to permit students to be registered at the school within the defined attendance area as determined by their home address.	✓developed to support current practice
Registration of Student of Schools Outside the Defined Attendance Area ***See # 7 in separate package*** It is the policy of the Hamilton Board of Education that when students wish to register in a school outside their home school defined attendance area, the Principal shall follow the attached procedure.	✓developed to support current practice

NEW POLICY STATEMENTS

Community Schools ***See # 8 in separate package*** It is the policy of the Hamilton Board of Education to provide community support programs at Robert Land School and Parkdale School.	✓developed to support document adopted by the Board 1977
Diagnostic and Resource Teams ***See # 9 in separate package*** It is the policy of the Hamilton Board of Education to have in each school a Diagnostic and Resource Team to review and make recommendations for programming for exceptional and at-risk students, in collaboration with parents and additional resource personnel, where needed.	✓developed to support current practice since 1981
Drug Education ***See # 10 in separate package*** It is the policy of the Hamilton Board of Education to provide: (a) a preventative curriculum to reduce the incidence of alcohol-related and other drug-related problems by encouraging students to choose behaviours which promote a healthy lifestyle and (b) procedures for drug-related incidents.	✓developed to support current practice adopted by the Board 1995 01
Early Identification - Admission Procedures for Junior and Senior Kindergarten ***See # 11 in separate package*** It is the policy of the Hamilton Board of Education to determine a child's learning needs early in the enrolment process for Junior and Senior Kindergarten. The teacher will conduct a home visit for JK and new students in SK and through observation and parent interview, prepare for the social, emotional, and educational needs of each student. Admission to Kindergarten is delayed for the purpose of the early identification of children's learning needs.	✓developed to support model adopted by the Board 1979
English as a Second Language ***See # 12 in separate package*** It is the policy of the Hamilton Board of Education to provide English as a Second Language/Dialect programs to meet the educational needs of students whose first language is not English.	✓developed to support the model adopted by the Board 1986

NEW POLICY STATEMENTS

Food Policy ***See # 13 in separate package*** It is the policy of the Hamilton Board of Education to promote availability of foods with good nutritional value within the school environment.	✓extracted and reworded from recommendations adopted by the Board 1990 07
French Immersion ***See # 14 in separate package*** It is the policy of the Hamilton Board of Education that: ▯ the Hamilton Board of Education Early French Immersion program begin in senior kindergarten. ▯ the Hamilton Board of Education provide a continous French Immersion program through to the O.A.C. level. ▯ students with some French competency wishing to enter French Immersion at a time other than senior kindergarten may request assessment.	✓ extracted from the recommendations adopted by the Board 1991 05
Middle Schools ***See # 15 in separate package*** It is the policy of the Hamilton Board of Education to have a distinct educational program and school organization for the middle school learner.	✓developed to support procedures approved by the Board 1991 04
Principal/Vice-Principal Selection Process ***See # 16 in separate package*** It is the policy of the Hamilton Board of Education to employ fair and objective practices for the selection of Principals and Vice-Principals.	✓developed to support procedures approved by the Board 1995 05
Race Relations ***See #17 in separate package*** It is the policy of the Board of Education for the City of Hamilton to promote an environment which reflects, respects and celebrates the racial, ethnic, cultural and religious plurality of our society.	✓developed to support model approved by the Board 1992 03

NEW POLICY STATEMENTS

Restraint Policy ***See # 18 in separate package*** It is the policy of the Hamilton Board of Education to intervene in order to limit a student from performing an action which would cause harm to him/herself and/or to others.	✓developed to support procedures adopted by the Board 1995 01
School Trips ***See # 19 in separate package*** It is the policy of the Board of Education for the City of Hamilton to support school trips as an extension of the educational program beyond the immediate school site that directly contributes to the education of students.	✓developed to support current practices approved by the Board - 198?
Security for All Board Sites and Education Centre Parking ***See # 20 in separate package*** It is the policy of the Hamilton Board of Education to provide security monitoring of all Board sites and to provide controlled access to the Education Centre building and parking lot.	✓developed to support recommendations already adopted by the Board 1995
Trustee Communications ***See #21 in separate package*** It is the policy of The Board of Education for the City of Hamilton that Trustees may communicate through school newsletters to parents in their Ward.	✓developed to support the recommendations adopted by the Board 1994

REVISED/AMENDED POLICY STATEMENTS	
Flying of the Flag ***See # 22 in separate package*** It is the policy of the Hamilton Board of Education that (a) the flag be flown every school day during school hours and be lowered on the special days listed: .Remembrance Day .death of a student, staff member or citizen known to the school and (b) the flag at the Education Centre be flown at half-mast on the "Day of Mourning" (April 28 each year) to show our respect for this day. *[*(a) Was: .... the flag be flown every school day during school hours and that the pennant, Elmer the Safety Elephant, be lowered on the special days listed:* *.first and last days of each term (four days)* *.Remembrance Day* *.Victoria Day* *.Queen's Birthday* *.V.E. Day (May 8)]*	(a) REVISED as shown (b) as adopted by the Board 1993 04
Quarter Century ***See # 23 in separate package*** It is the policy of the Hamilton Board of Education to present a button or pin signifying long service in education and a social hour to all employees and members of the Board who have completed 25 years of service with the Hamilton Board of Education. *[Was: " .... that when an employee or member of the Board has completed 25 years of service with theHamilton Board of Education and is still employed, a social hour be provided annually for such persons and on completion of 25 years of service a button or pin be presented signifying long service in education."]*	REVISED to update statement Policy since 1951

REVISED/AMENDED POLICY STATEMENTS	
Staff Retirement Reception ***See # 24 in separate package*** t is the policy of the Hamilton Board of Education that a reception for retiring employees be held each year and that Trustees and Senior Officials be requested to attend. *[Was: " .... a reception for retiring employees be held each year and that the Chairman of the Board, the Chairman of the Standing Committees and four senior officials be requested to attend."]*	REVISED to update statement Policy since 1964

DELETE *See # 25 in separate package*	
CU-2 TEXTBOOKS - Selection and Purchase of Curriculum and Teaching Materials It is the policy of the Hamilton Board of Education to approve the process for the selection and purchase of Curriculum and Teaching materials. Adopted 1995 06	Redundant.

Hamilton Board of Education
Education Centre
1997 09 09

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip requests be approved:

i. Hillcrest, Grades 7 and 8 [Educational trip, Kingston/Ottawa, Ont], 1998 05 26 to 29 (Tuesday to Friday).

ii. Norwood Park, Grade 6 [Camp Wanakita, Ont.], 1997 09 30 to 1997 10 03 (Tuesday to Friday).

iii. Sherwood Heights,Grade 5 [Camp Wanakita, Ont.], 1997 09 22 to 24 (Monday to Wednesday).

iv. City-Wide, Grades 11-OAC [History Trip, Washington, D.C., U.S.A.], 1997 11 19 to 22 (Wednesday to Saturday).

v. Barton and Westmount, Grades 11 to OAC [Drama Trip, New York City, U.S.A.], 1998 05 07 to 11 (Thursday to Monday).

vi. Delta, Grades 11-OAC [Art Trip, New York City, U.S.A.], 1998 05 20-24 (Wednesday to Sunday).

vii. Glendale, Grades 9 to OAC [Performances and Cultural Exchange - Los Angeles, California, U.S.A.], 1998 03 11 to 18 (Wednesdays).

viii. Westdale, Open to all grades [Camping Trip, Turkey Point Conservation], 1997 10 04 to 05 (Saturday to Sunday).

ix. Westmount, Grades 9 to OAC ["Canada Council on World Affairs, Fort Erie], 1997 11 14 to 16 (Friday to Sunday).

Respectfully submitted,

M. Matier
Interim Director of Education
and Secretary

rt

AGENDA

SPECIAL MEETING OF THE OPERATIONS AND FINANCE COMMITTEE
1997 09 16

(Continuation of the 1997 09 09 Agenda)

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Verbal Report from the Officials re correspondence from the Toronto Board of Education re "The Essential School - A Model for Public Education in Ontario"

2. Legal Fees - Visa Students Investigation — Page 21A

NEW BUSINESS:

1. Report of the Sesquicentennial Committee — Pages 51 to 52

2. Report re Interim Financial Status Report - 1997 07 31 — Pages 22 to 46

3. Correspondence from the Essex County Board of Education regarding an education referendum (referred at the 1997 06 19 Board) — Page 50

4. Special Education Advisory Committee - 1996 11 20 Meeting - requested by Trustee Hill

5. Report of the Policy Review Committee — Pages 53 to 62; plus Separate Package

6. Verbal Update - Ontario Member School Board Corporation

REPORT OF THE SESQUICENTENNIAL COMMITTEE

Present: Trustees Johnston (Chairman), Lowe, Rogers and Stewart; Ms. Smillie and Messrs. Neumann and Williamson.

Also Present: Trustees Cunningham and Mulholland; Messrs. M. Aikman, Teacher - Stinson Street School and D. Brown, Chairman of the Archives Committee.

Officials Present: F. Cooke (Interim Superintendent of Schools) and J. Allison (Public Relations Officer).

The Committee recommends:

GENERAL

1. That the theme of the publicity for the Hamilton Board of Education's sesquicentennial celebration be **"150 Years of Excellence"**.

2. That this Committee be re-named **"150 Years of Excellence" Committee**.

3. That the Committee accept with gratitude the $2,000 contribution from Public Relations to cover some of the expenses for the Board's sesquicentennial celebration.

4. That the following Business Plan for the **"150 Years of Excellence"** celebration be approved:

A. 150th Anniversary Book: Self-sustaining through loan, gifts and book sale

B. Other Projects:

Plaque	$3,000
Bumper Stickers	150
T-shirts	0
Stickers	600
Ribbons/Bookmarks	3,200
Binder	10
Time Capsule	0
Awards	250
Displays	100
School Assemblies	0
Classroom Activities	0
Mammoth Celebration	500
(To coincide with the Quarter Century – pending)	
Commemorative Coin - not recommended at $1.34 each; cost is $53,360 if one given to each student	
Total Budget	**$7,810**

Respectfully submitted

J. JOHNSTON
Chairman

Committee Room
1997 06 25
1997 08 28
1997 09 04

Note: Clauses 1, 2 and 4 adopted at the 1997 09 09 Operations and Finance Committee meeting. Clause 3 not considered.

AGENDA

OPERATIONS AND FINANCE COMMITTEE
1997 10 07

Confirmation of the minutes of the special meeting of 1997 06 24.

GENERAL

BUSINESS ARISING FROM THE MINUTES:

NEW BUSINESS:

ELEMENTARY/SECONDARY

NEW BUSINESS:

Date: 1997 10 07

To: Chairman and Members
Operations and Finance Committee

From: E. Bond, Superintendent of Program
L. Veerman, Acting Senior Financial Officer and Treasurer

Re: Policy Regarding the Establishment of a Non-Profit Corporation

Report: Decision

Background:

Following Board approval for the establishment of a non-profit corporation at the regular meeting of the Board, 1997 09 18, a motion was approved to bring a policy regarding the non-profit corporation to the Operations and Finance Committee for approval by October, 1997.

Issue:

To determine trustee support and approval for the policy statement regarding a non-profit corporation.

Recommendation:

That the Board approve the policy regarding a Non-Profit Corporation.

Rationale:

The attached policy (Appendix I) captures the information provided in the previous reports to the Operations and Finance Committee, 1997 06 24 , 1997 09 09 and the four motions approved by the Board 1997 09 18.

1) That the Hamilton Board of Education approve the establishment of a non-profit corporation and that the applicants for the Letters Patent consist of the Chairman of the Board, Director of Education and Secretary and Superintendent of Program or successors and that the applicants also hold the positions as founding members and Directors of the corporation.

2) That the bylaws of the corporation make provision for the Board or its corporate replacement to approve the composition of the membership of the corporation.

3) That a progress report be presented to the Board or its corporate replacement not less than twice a year for information.

4) That the Board of its corporate replacement be presented with the audited financial statement annually for information.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CATEGORY

NON-PROFIT CORPORATION

DRAFT

POLICY

It is the policy of the Board of Education for the City of Hamilton to support a non-profit corporation as a valuable means to enhance and expand high quality educational programs and services in our community. The corporation functions in conformity with the vision and mission of the Hamilton Board in meeting the educational needs of our community through funding sources outside those provided to the Hamilton Board through the Ministry of Education and Training. The relationship between the Hamilton Board and the Corporation is defined in accordance with the following Administrative Regulations.

AUTHORITY

Board 1997 09 18

ADMINISTRATIVE REGULATIONS

GOVERNANCE OF THE CORPORATION

1) The applicants for the Letters Patent for the corporation shall consist of the Chairman of the Hamilton Board, the Director of Education and Secretary and the Superintendent of Program or successors and the applicants shall also hold the positions as founding members and Directors of the corporation.

2) The by-laws of the corporation shall make provision for the Hamilton Board to review and approve on an annual basis the composition of the membership of the corporation

3) The corporation shall be accountable to the corporation's Board of Directors who are elected by the corporation's members.

4) The corporation shall make a progress report to the Hamilton Board or its replacement for information not less than twice annually.

FINANCIAL IMPLICATIONS

1) Once established, the corporation shall be self-sufficient.
2) The corporation shall repay any start-up costs incurred by the Hamilton Board
3) The corporation shall have separate financial statements and separate audits.
4) The corporation shall present annually an audited financial statement to the Hamilton Board or its replacement for information.
5) The corporation shall not be in competition with the Hamilton Board for grant money.

USE OF AVAILABLE PROPERTY/ SPACE

Notwithstanding the primary purpose of Hamilton school facilities to accommodate the instructional needs of students, the Hamilton Board will give consideration to the use of available property/space to the corporation under the following circumstances:

1) Any permanent improvement or capital costs to buildings or sites identified by the corporation for potential use will be subject to Hamilton Board approval.
2) Rental charges to the corporation for the use of available property/space will be in accordance with established Hamilton Board policies and procedures.
3) The corporation will make application for the use of instructional space that is available in an existing school through the appropriate principal and Superintendent, in accordance with established Hamilton Board policies and procedures.
4) The first right of refusal of a site owned by the Hamilton Board which is not being used as a school or for instructional purposes will be given to the corporation, in accordance with established Hamilton Board policies and procedures.

Adopted 1997 09 18
Review Date

1997 10 07

To: The Chairman and Members
Operations and Finance Committee

From: Merv Matier, Interim Director of Education and Secretary

RE: INFORMATION AND PRIVACY COMMISSION INVESTIGATION

(UPDATE ON COSTING OF RECOMMENDATIONS)

Report: Information

BACKGROUND

On September 9, 1997 the committee received a report RE: The Information and Privacy Commission's Investigation concerning the Memorial School incident of July 1997. Out of five Commission recommendations, one primary recommendation stands out with an associated financial cost. That recommendation states the following:

> *The Board should consider either purchasing shredders or providing all schools with "Confidential Security Containers." While we are mindful of the budgetary constraints all institutions are under, the cost involved in the latter is not too high, while the need to provide adequate data protection is pressing...*

An administrative committee comprised of Georgina Pain (HPA), Gail Rappolt (HSSPC) and Vince Meli (HR) has been struck to ensure that the five recommendations will be met by February 1998 (i.e. the Commission imposed deadline)

ISSUE

The potential cost associated with the above mentioned recommendation is as follows:

(i) Shredder - *Fellows Model PS75* has already been purchased by some schools at a cost of $250.00 per machine. The machine can shred approximately 5-11 sheets of confidential information at one time. The elementary school currently using this model states that the procedure is manageable with school staff shredding its own information about once per week, or

(ii) Confidential Grey Box - *Exclusive Mail Services* has the shredding contract with the Board at this time. The boxes are similar to those found in the Education Centre. Each box costs $230 (delivery charge included) and can hold up to 50lbs of confidential information. Each shredding visit costs $45.00 but the frequency of visits may vary depending on the size of the school.

Principals will receive the above information at the October 8th, 1997 Administrators' Meeting for consideration.

RECOMMENDATION

That this report be received by this committee for information.

V. Meli (Employee Relations Officer)

1997 10 07

TO: The Chairman and Members
Operations and Finance Committee

FROM: Rick Binns, Superintendent of Human Resources Services

RE: **FREEDOM OF INFORMATION ACTIVITIES (FOI) 1996/97**

Report Classification: Information

Background
The Board has operated under the Municipal Freedom of Information and Privacy Act since January 1991. Under the requirements of the legislation, the Chairman of the Board, as Head, is responsible for:

.administration of personal privacy sections of the Act
.responding to formal written requests for access to records
.submitting an annual statistical report to Privacy Commissioner/Ontario

1996/97 Activities
From November 2, 1996 to October 1, 1997, we have responded to two written access requests. One of the access requests resulted in an Appeal which was subsequently negotiated. In addition to the written requests, we have responded to schools and departments for advice on privacy matters and one investigation by the Information and Privacy Commission on the disposing of personal information.

Issue
To update and provide information to Trustees relating to the activities under Freedom of Information (see Appendix 1)

Recommendation
That an annual Freedom of Information report be brought back to Operations and Finance in October of each year.

Rationale
Consistent information management practices improve public accountability by providing accurate and timely information on request. Routine disclosure of generally available records can help reduce the number of requests. Clear access procedures and policies can assist to relieve the burden of formal FOI requests. Fewer formal requests and appeals can mean reduced legal costs required for the preparation of affidavits.

Prepared by: Marian Avery, Human Resources Officer
Vince Meli, Employee Relations Officer

Appendix 1

The Board of Education for the City of Hamilton

Freedom of Information Request Activities

Type of Request	Number Submitted	Board Response	Reason for not granting full disclosure
Personal Information	1	Request abandoned	
General Information	1	Not granted	3rd party info.
Appeals to Privacy Commission	1	1 settlement/closed	

NOTES:

Personal Information Requests were of the following nature:

-personnel information

General Requests were of the following nature:

-personnel records

Appeals were related to:

- access to records

DATE: 1997 October 7

TO: Chairman and Members
Operations and Finance Committee

FROM: Merv Matier, Interim Director of Education & Secretary
and Senior Management

RE: **ANNUAL REPORT OF MAJOR INITIATIVES**

BACKGROUND:

The 1997/98 Administrative Priorities - School and System Initiatives (attached) provides an update for trustees on the major areas of focus for the 1997/98 school year. The chart on the right-hand side of the page indicates the status of each initiative as we start the school year. Although most of the initiatives impact on many departments/superintendencies, a Senior Management contact name has been provided to facilitate communication and coordination of activities. In addition to these school and system initiatives the following "corporate" initiative impacts on the operation of the Hamilton Board of Education:

✧ The Establishment of a non-profit corporation for the delivery of adult and continuing education.

The new Ontario Curriculum; the new provincial report cards; the new Education Quality and Improvement Act (Bill 160); and the creation of the new Hamilton-Wentworth Public District School Board are having a very immediate and significant impact on the workload of many people throughout the organization. Change is occurring at a very rapid rate and every effort is being made to align the energies of everyone in the organization to create an improved school system for our students.

ISSUE:

To provide an update on the Major Initiatives endorsed by the Trustees.

RECOMMENDATION:

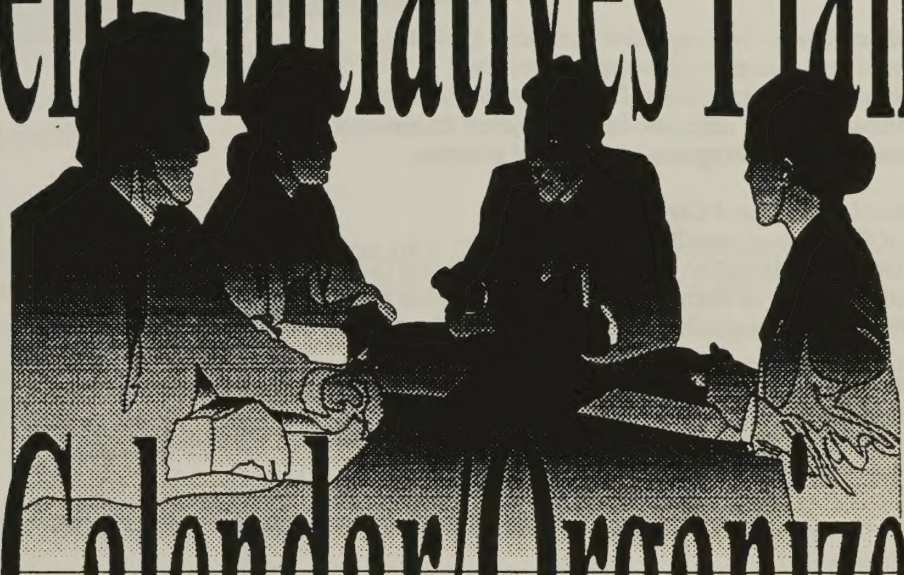
That the report be received for information.

RATIONALE:

That a report on the Major Initiatives be presented on an annual basis.

/md

System Initiatives Planning



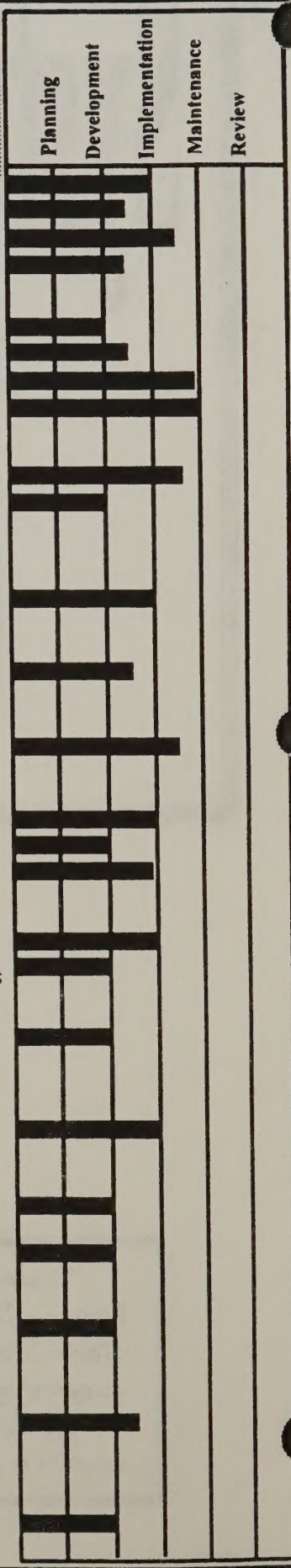
Calendar/Organizer

Thanks to Senior Management, Central Office Managers, Admin. Structures Chairs, Program Department Team Leaders, Supervisors and Consultants, Principals, and the Senior Management Planning Team for their work in developing this year's edition of the calendar/organizer.

We hope it serves as a useful planning tool for schools and central departments as we work together to implement system initiatives in a planned, manageable way.

Administrative Priorities - 1997/98

School & System Initiatives



Common Curriculum *(Senior Management Contact: E. Bond)*
- Implementation of standard outcome-based report card
- Implementation of Information Skills/Technology outcomes
- On-going implementation of outcome-based program documents
- Continued planning for the integrated delivery of program

Safe Schools *(Senior Management Contact: M. Quinn)*
- Development of Crisis Response Procedure
- Development and implementation of Social Skills program (Secondary)
- On-going implementation of Social Skills / Peer Mediation programs (Elementary)
- Refinement of tracking procedures

Parents/Community As Effective Partners *(Senior Management Contact: M. Matier)*
- On-going implementation of School Councils
- Review of parent/community involvement - Development of plans for involvement at Levels 1-5

Fundraising/Corporate Sponsorship Policy *(Senior Management Contact: L. Veerman)*
- Implementation of policy

Energy Management Plan *(Senior Management Contact: P. Gillie)*
- Implementation of energy-saving measures & procedures

Performance Appraisal System *(Senior Management Contact: R. Binns)*
- On-going implementation of procedure for all employee groups

School Profile *(Senior Management Contact: K. Bain)*
- Refinement of the School Profile Data Collection Instrument
- Development of a School Profile
- Coordination of System Resources

Middle /Secondary School Transitions *(Senior Management Contact: S. Thompson)*
- Development and implementation of a Transitions Procedure
- Development and implementation of a program delivery model based on the needs of students

Creation of District School Board 21 *(Senior Management Contact: M. Matier)*
- Formation of sub-committees under the direction of the LEIC (Local Educational Improvement Committee) to develop a plan for the operation of the new board
  - Education Sub-Committee
  - Finance Sub-Committee
  - Human Resources Sub-Committee
  - Property Sub-Committee
- Implementation of a communication plan for all stakeholder groups

Leadership Development *(Senior Management Contact: S. Thompson)*
- Develop and implement a plan to focus on leadership development / redevelopment for all employee groups through a coordinated staff development process
- Development of succession planning procedures

Secondary School Reform *(Senior Management Contact: E. Bond)*
- Formation of a joint Steering Committee to develop a plan for the implementation of reform initiatives

Consolidation of Schools *(Senior Management Contact: E. Bond)*
- Continue committee to review and recommend accommodation, consolidation of schools, magnet programs and secondary school reform

Integration of Central Office Services *(Senior Management Contact: P. Gillie)*
- Develop and implement a consolidated and integrated organizational structure with appropriate technological support

Date: October 7, 1997

To: Chairman and Members, Operations and Finance Committee

From: Merv Matier, Interim Director of Education

Re: Director's Annual Report 1996-97

Report: Information

Background
For several years, the annual presentation of a Director's Report to the Ministry of Education has been combined with a Report to the Community on the successes, achievements, goals and plans of the Board of Education for the City of Hamilton. This outline will give you a preview of what you can expect from the report covering the 1996-97 school year.

Issue
To provide an update on the progress of the Director's Annual Report.

Recommendation
That the Report be received for information

Rationale
In this last year of the Hamilton Board, we feel it is even more appropriate to present the report as one to the community. Through its distribution to the public, the report serves many Board needs, including the following:

- community outreach;
- public accountability;
- celebration of successes by students, teachers and the system;
- reflection of school and community partnerships;
- presence of trustees.

We are planning that the Director's Report/Report to the Community, as in past years, be distributed through the local newspaper in addition to our usual distribution.

Information Sources
Content for the Report has been sought from a variety of sources to reflect as many aspects of the Board as possible. Superintendents, principals and federation/union representatives have contributed subject areas and themes. Each school had the opportunity to contribute success stories and achievements of staff and students.

...2

/2

Content Themes

Themes are linked closely to Senior Management's priorities as outlined in the System Planning Calendar (see attached).

- Points of Pride - staff and student successes
- Program - test results, report cards, new curriculum
- Safe Schools Policy
- Parental Involvement
- Financial Overview
- Technology
- Industry-Education Council
- 150th Anniversary of the Board
- Performance Appraisal/Managers' Letters processes
- The Future - curriculum, Secondary Reform, Trustee role, Hamilton-Wentworth District Public School Board

System Planning Calendar /Organizer 1996-97

The following are Senior Management's priorities for the 1996/97 school year:

- **Common Curriculum (School)**
  - -Outcome-based curriculum documents–*continued implementation*
  - -Evaluation/Assessment/Reporting–*continued implementation*

- **Safe Schools (School)**
  - -Social skills program–*continued implementation*
  - -Peer mediation programs–*continued implementation*
  - -Tracking procedures–*refinement*

- **Special Education (School)**
  - -Learning Centre/School-based Resource Program–*continued development and implementation*

- **PCEP (School)**
  - -School Councils-*continued implementation with in-service support*

- **P.A.S. (School)**
  - -In-service to assist with continued development and implementation

- **Resource Management Process (System)**
  - *-Continued refinement of the process*

- **Consolidation of Schools (System)**
  - -Formal Committee–*planning and development*

- **Secondary School Reform (System)**
  - -Formal Committee (Magnet School / S.S. Futures / S.S. Reform)–*planning and development.*

TO: The Chairman and Members of
Operations and Finance Committee
1997-10-07

FROM: Lucy Veerman, Acting Senior Financial Officer and Treasurer
Irene Polidori, Manager, Financial Services

RE: Reserve for Financial Software

REPORT: Decision

BACKGROUND:

During the 1997 Budget process, funds were allocated for the purchase and implementation of financial software. This included both a fully integrated financial information system and payroll budgeting software. Since that time, Bill 104 was enacted which recommended, among other items, the amalgamation of The Board of Education for the City of Hamilton and The Wentworth County School Board, effective January 1, 1998. As part of this amalgamation process, the Local Education Improvement Committee (LEIC) and its sub-committees were formed to make recommendations concerning the new district school board.

One of the areas under review by the LEIC - Business and Finance Sub-Committee is the different automated financial systems currently in existence at each board. This sub-committee has recommended that the financial processes and reporting requirements of both boards be reviewed and aligned, and that one automated financial system exist for the new district school board. It is also the recommendation of this sub-committee that representatives from the stakeholder groups of both boards be involved in the review and subsequent recommendation of an automated financial system for the new district school board.

As part of this review, the group must ensure that the recommended financial software will accommodate the new reporting requirements currently under review by the Financial Reporting and Accountability Task Force, under the direction of the Ministry of Education and Training. As such, we do not anticipate completing our review by December 31, 1997.

ISSUE:

Based on the foregoing, we recommend that the funds set aside in the 1997 budget for the purchase and implementation of the financial software be transferred to the Integrated Information System Reserve for use specifically towards the financial software recommended for the new district school board. The provision of these funds would allow the board to be in the position of better meeting its needs, and the needs of the schools, with respect to the recording and the reporting of financial information.

RECOMMENDATION:

That the funds set aside in the 1997 budget for the purchase and implementation of financial software, $597,000, be transferred to the Integrated Information System Reserve for use specifically towards the purchase and implementation of financial software.

1997 10 07

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. C. Gillie, Superintendent – Administrative and Operational Services**
D. O'Connor, Manager Design Services

RE: **Request from the City of Hamilton to Construct a Creative Playstructure on Adelaide Hoodless School Property**

REPORT: **Decision**

BACKGROUND:

1. Board staff, representatives of Adelaide Hoodless Home and School Association and City Staff have been in discussion regarding the construction of a creative play structure on the property of Adelaide Hoodless School. A letter of request (Appendix A - letter dated June 16, 1997) has been received from the City of Hamilton Department of Public Works and Traffic Parks Division. Before proceeding to design, City staff is requesting support from the Board for the installation at this location. The letter also states the City of Hamilton commitment to subsequently construct the creative play structure in 1998, dependent upon the availability of funding by the City of Hamilton, without cost to the Hamilton Board of Education.

2. The City is prepared to enter into a joint use agreement in which:

   - the City will assume responsibility for construction, inspection and repair of a creative play structure, based upon the utilization of an aggregate base
   - the Board will assume responsibility for maintenance of the creative play structure base, based upon the utilization of a "pea-gravel" aggregate base (current practice)

3. The location and condition of the existing kindergarten play area at Adelaide Hoodless has been a problem for a number of years. This long-standing issue can be addressed as a supplementary part of this project at minimal additional cost to the Board (Appendix B contains two preliminary proposed layouts, Proposal "B" is the preferred orientation).

ISSUE:

To seek approval for the construction of the creative play structure, at City expense, on Board property at Adelaide Hoodless School to address student, school and community needs.

RECOMMENDATION:

That the Board support the request by the City of Hamilton to enter into a joint land use agreement for the construction of a creative play structure on the property of Adelaide Hoodless School.

RATIONALE:

The Board and the City have entered into a number of agreements for the shared use of facilities and properties to address school and community needs. This request is supportable as it addresses needs of both the school and the community.

ATTACHMENTS:

Appendix A	Letter from City requesting Board Approval
Appendix B	Preliminary Layouts "A"& "B"

APPENDIX A

DEPARTMENT OF PUBLIC WORKS AND TRAFFIC
PARKS DIVISION

City of HAMILTON

71 Main Street West, Hamilton, Ontario, L8N 3T4
Tel. (905) 546-3923 / Fax (905) 546-2443

Our File No. 97.2013.K

1997 June 16

Duane O'Connor, P.Eng.
Manager, Design Services
Hamilton Board of Education
P.O. Box 2558
100 Main Street West
Hamilton, ON L8N 3L1

RE: ADELAIDE HOODLESS SCHOOL

Dear Duane,

Further to our meeting of June 11, City Parks staff have prepared the attached preliminary site plan, which illustrates a possible location within the Adelaide Hoodless School property for a creative play structure. A suggested size of the perimeter is 18m x 24m.

Prior to City staff proceeding with the design drawings for this site, please provide written confirmation that the Hamilton Board of Education is prepared to support the installation at this location and the Board will assume responsibility for maintaining the play structure base. The City will be responsible for the capital funding ($50,000. - City of Hamilton; $5,500. - Home and School Association), subject to availability of funding in 1998, and undertaking the installation of the play structure as well as regular inspection of the play structure.

Please contact me at 546-3923 should you have any questions.

Yours truly,

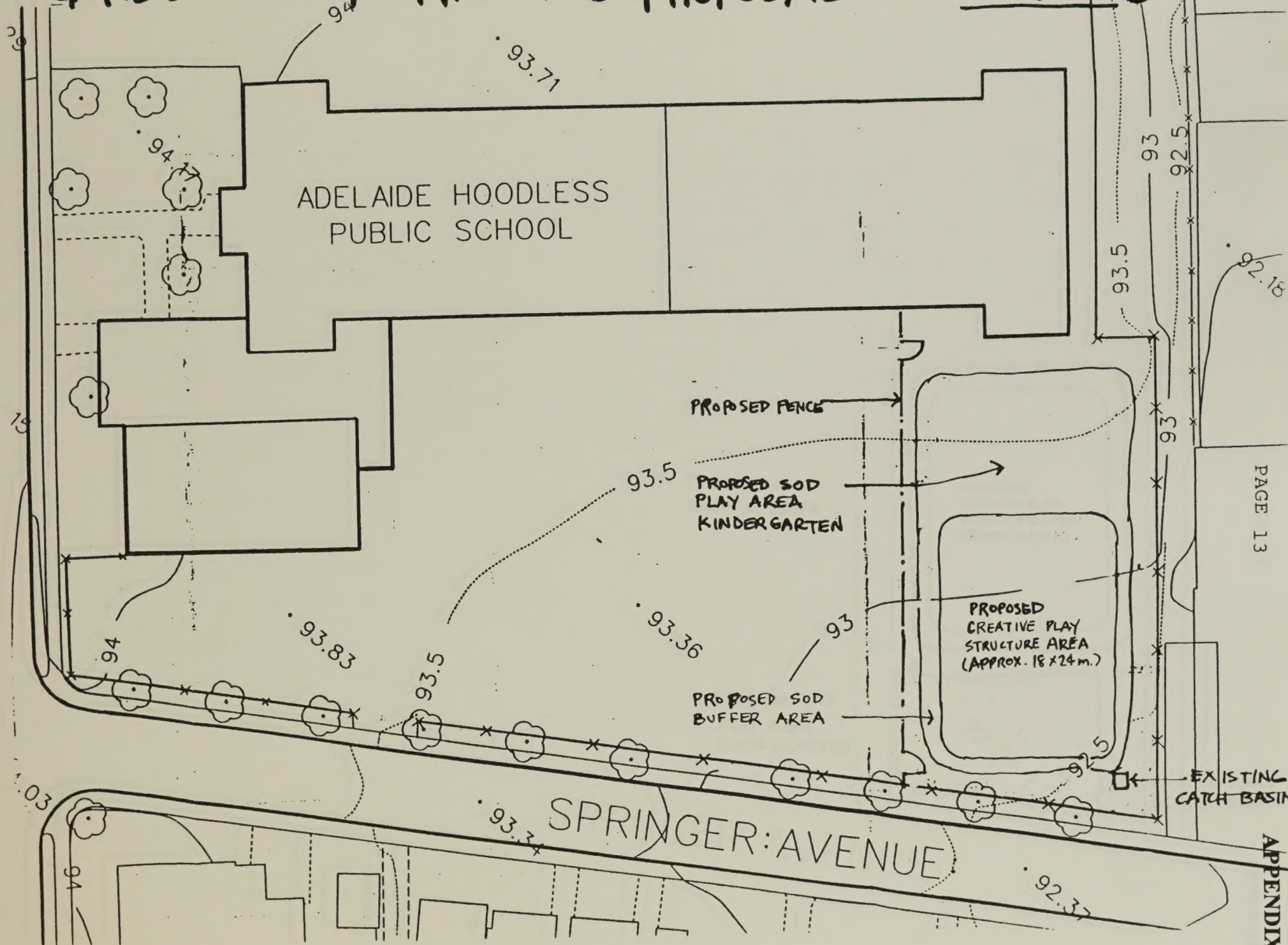
Werner Plessl

Werner J. Plessl, Co-ordinator
Park Development and Maintenance

WJP/ps
attachment

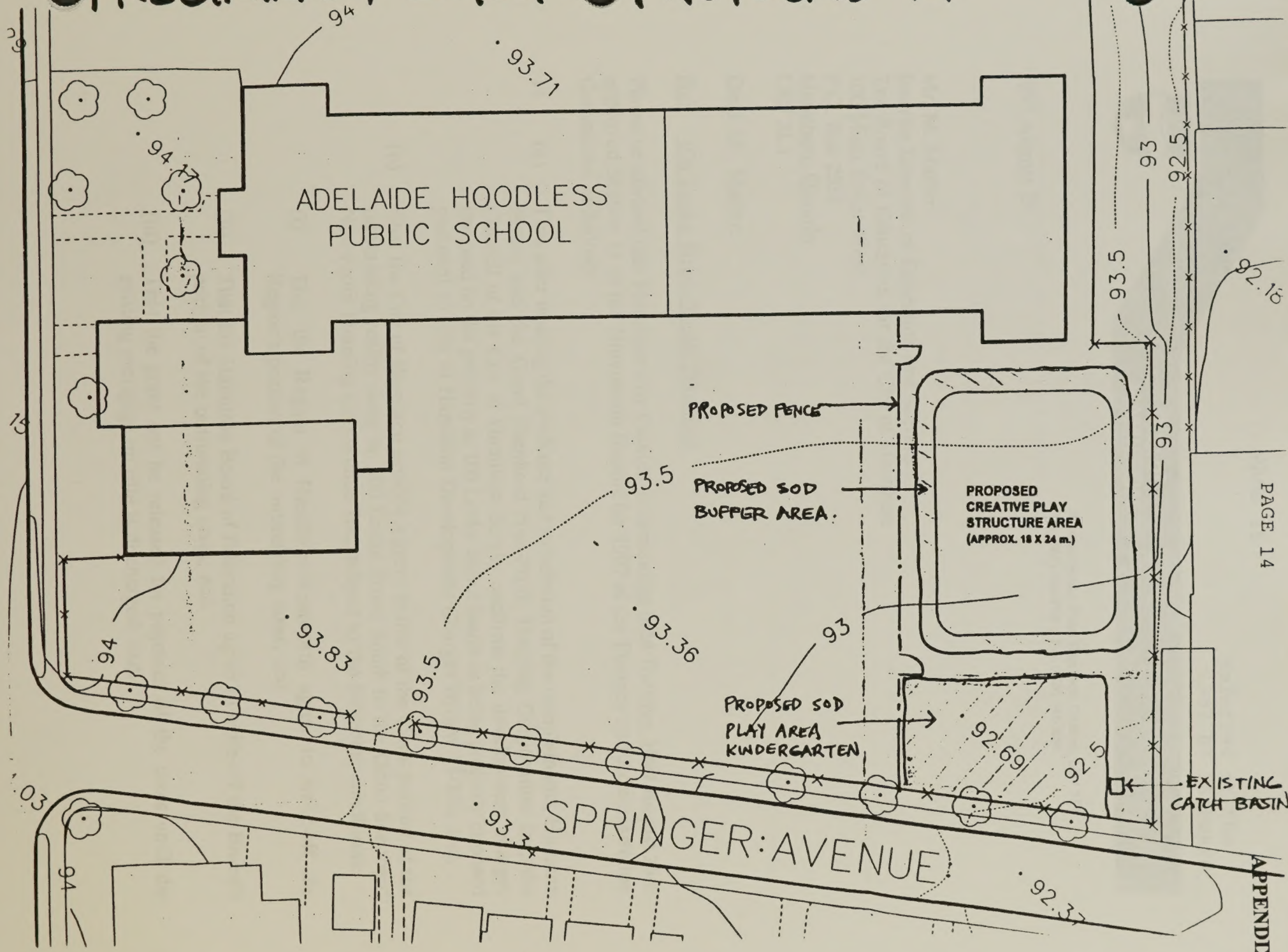
c.c. Alderman Bernie Morelli, Alderman, Ward 3
Jane Soldera, President, Home and School Association

PRELIMINARY LAYOUT ● PROPOSAL D - Preferred



APPENDIX B

PRELIMINARY LAYOUT PROPOSAL A



APPENDIX B

Referred at the
1997 09 18 Board

City of
HAMILTON

71 Main Street West, Hamilton, Ontario, L8N 3T4
Tel. (905) 546-2700 / Fax (905) 546-2095

1997 August 29

Mr. M. Matier
Interim Director of Education and Secretary
The Board of Education for the City of Hamilton
100 Main Street West
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Dear Mr. Matier:

Re: 100 Locke Street South, Hamilton

Please be advised that Hamilton City Council at its meeting held Tuesday, 1997 August 26th approved Section 11 of the Nineteenth Report for 1997 of the Finance and Administration Committee as follows:

11. (a) That after hearing the evidence and submission of the complainants, Humana House and the Good Shepherd Non-Profit Housing Corporation Inc, the Council of the City of Hamilton hereby confirms the development charges imposed on the property at 100 Locke Street South as being properly imposed pursuant to City of Hamilton Development Charges By-law 95-176; and,

(b) That the City of Hamilton provide a grant in lieu of the City's portion of the outstanding reality taxes on 100 Locke Street South to the Good Shepherd Non-Profit Housing Corporation Inc., subject to the following conditions:

(i) That the Region of Hamilton-Wentworth agree to write-off the Region's portion of the outstanding taxes; and,

(ii) That the Hamilton Board of Education agree to write-off the Board's portion of the outstanding taxes; and,

(iii) That the grant not be released for payment of the taxes until the existing mortgage on title is discharged; and,

(c) That the City Clerk be authorized and directed to send a formal request to both the Region and the Hamilton Board of Education requesting them to consider forgiveness of their respective portions of the outstanding realty taxes; and,

(d) That the City Treasurer be authorized and directed to recommend a method of financing for the City's portion of the taxes.

You will note that sub-section (c) of this resolution requests that the Region and the Hamilton Board of Education consider forgiveness of their respective portions of the outstanding realty taxes.

For your reference, I am attaching herewith a copy of the staff report on this issue which was presented to the Finance and Administration Committee.

Would you please take the appropriate action in presenting this matter to your Board for consideraton.

Yours very truly,

Susan K. Reeder

Susan K. Reeder
Secretary
Finance and Administration Committee

cc Alderman B. Charters, Chairman, Finance and Administration Committee
Alderman D. Ross, Vice-Chairman, Finance and Administration Committee
Alderman T. Anderson
J. Pavelka, Chief Administrative Officer
A. Ross, Treasurer
P. Noe Johnson, City Solicitor
L. King, Building Commissioner

REVISED

CITY OF HAMILTON

- RECOMMENDATION -

AUG 11 1997

DATE: 1997 August 5

REPORT TO: Susan K. Reeder, Secretary
Finance and Administration Committee

FROM: Aldermen R. Charters, D. Ross, and T. Anderson
Ad Hoc Committee

SUBJECT: 100 Locke Street South (97.4.12.A, 97.2.4.2.1.A)

RECOMMENDATION:

(a) That after hearing the evidence and submission of the complainants, Humana House and the Good Shepherd Non-Profit Housing Corporation Inc, the Council of the City of Hamilton hereby confirms the development charges imposed on the property at 100 Locke Street South as being properly imposed pursuant to City of Hamilton Development Charges By-law 95-176; and,

(b) That the City of Hamilton provide a grant in lieu of the City's portion of the outstanding realty taxes on 100 Locke Street South to the Good Shepherd Non-Profit Housing Corporation Inc., subject to the following conditions:

i) That the Region of Hamilton-Wentworth agree to write-off the Region's portion of the outstanding taxes; and,

ii) That the Hamilton Board of Education agree to write-off the Board's portion of the outstanding taxes; and,

iii) That the grant not be released for payment of the taxes until the existing mortgage on title is discharged; and,

(c) That the City Clerk be authorized and directed to send a formal request to both the Region and the Hamilton Board of Education requesting them to consider forgiveness of their respective portions of the outstanding realty taxes; and,

(d) That the City Treasurer be authorized and directed to recommend a method of financing for the City's portion of the taxes.

App'd by Committee 1997 Aug. 19.

App'd by Council 1997 Aug. 26.

.../2

FINANCIAL/STAFFING/LEGAL IMPLICATIONS:

The City's portion of the outstanding realty taxes of $98,243.98 is $24,595.97. These taxes will likely not be collected, however, a tax certificate is already registered against the property and in 1998 January, the City will be in a position to assume ownership and write-off all the taxes.

BACKGROUND:

Late in 1996, the Good Shepherd Non-Profit Housing Corporation Inc. approached the City of Hamilton to ask relief from payment of the development charges on 100 Locke Street South. It is proposed by the group to build a fifteen unit multiple dwelling on the site which will provide housing for individuals and families who are eligible for social housing and meet the requirements of the Ministry of Health's criteria for Long Term Care Program. A brief explanation of the proposal is attached as Schedule A, which was prepared by the applicant.

The subject property is located on Locke Street South at Canada and Jackson Street West. The site was previously occupied by an automobile service garage and the soil on the site is heavily contaminated. Due to the site conditions, the owner has not been able to sell or develop the property and the realty taxes are in arrears. In 1997 January, the City registered a tax certificate on the property. If during the next year the outstanding taxes of $98,243.98 are not paid, ownership of the property will go to the City.

With the current economic conditions, it is unlikely that the back taxes will be paid. There is a first mortgage of approximately $140,000 on the property and the remedial clean-up of the site has been estimated at between $125,000 to $250,000. The appraised value of the property after the contaminated soil is removed is $125,000. The applicant has advised that the mortgage holder is willing to write-off the mortgage.

At the Finance and Administration meeting of 1997 January 21, the applicant appeared requesting that the City write-off the outstanding taxes and exempt them from payment of the development charges. The Finance and Administration Committee requested that the applicant pursue City owned land in the downtown core to see if any suitable land was available. On 1997 February 18, the applicant returned to the Finance and Administration committee to report that the only available lands were held by the Hamilton Parking Authority and were not yet declared surplus to the City.

This matter was subsequently referred to a meeting of Aldermen Charters, Ross, and Anderson together with the applicants and staff. At that meeting, the recommendations in this report were negotiated.

Since the meeting of the Ad Hoc Subcommittee, a meeting was held with the ward alderman, Marvin Caplan, the two public school trustees, the applicant, and staff of both the City and Hamilton Board of Education. The Board of Education trustees for Ward 2 were receptive to the proposal and will assist the applicant in approaching the Board of Education for a grant to offset the Board's portion of the taxes.

It is expected that if the City can assist the applicant by issuing a grant to pay the City taxes and can encourage the Region and Hamilton Board of Education to do the same, then the subject lands will be decontaminated and approximately $20,000 per year in taxes will be collected.

cc Allan C. Ross, Treasurer
Peter C. Lampman, P. Eng. Building Department

Referred at the
1997 09 18 Board

Essex County Board of Education
360 FAIRVIEW AVENUE WEST ESSEX, ONTARIO N8M 1Y4 Telephone (519) 776-6421 Fax (519) 776-4457

July 23, 1997

M.P.s of Essex,
Windsor and Kent areas

Dear M.P.:

Re: Copyright Laws

As you may know, Canadian school boards must pay a fee to allow copying in schools of published material, to be used as learning material for students. Our Board will be paying approximately $34,000. ($2.00 per student) to the Canadian Copyright Licensing Agreement (CANCOPY) for this fee.

Approximately 28% of the fees paid to CANCOPY by school boards (total of approximately $12,000,000. in 1995/96) was paid to foreign publishers, 24% of the 28% to publishers in the U.S.A. It is our understanding that in the U.S.A. there is a copyright law which exempts U.S. school boards from paying a fee and they are still allowed to copy for school purposes. It is also our understanding that there is an agreement internationally regarding copyright.

We are requesting that the federal government pass and/or amend legislation and negotiate agreements regarding copyright such that schools in Canada can copy for learning materials, similar to the provisions in CANCOPY, but without a fee.

With the great pressures currently placed on school board budgets across Canada, this would ensure that material that directly benefits Canadian students will be available. Across Canada, this would save millions of dollars in fees annually for school boards.

Thank you for your support.

Sincerely,

Joan Flood

Joan Flood,
Chairperson.

JF:jal

c: Ontario School Boards
Provincial School Board Associations

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. A. Kappheim (Chairman), Trustees Bishop and Mulholland, Mesdames Batey, Bramberger, Burns, Dalziel, Innes, Kerr Jaskiewicz, Vlahovich; Dr. Archer; Messrs. Bucsis and Shields.

Also Present: Ms. S. Dube (Hamilton Secondary School Principals' Council)
Mr. E. Hipkiss (Hamilton Principals' Association)

Officials Present: Miss E. Bond (Superintendent of Program)
Dr. J. Tomlinson (Interim Assistant Superintendent of Program)
Ms. C. Campanella (Interim Project Team Leader - Special Education)

The Committee recommends:

GENERAL

1. That the Board of Education for the City of Hamilton support the position of the Special Education Advisory Committee regarding a letter being sent to the Ministry of Health expressing its concerns on the erosion of school health support services and that copies of this correspondence be sent to the local District Health Councils, Community Care Access Centre (CCAC), the Ontario Public School Boards' Association (OPSBA), the Provincial Special Education Advisory Committee and the Regional Office of Education.

Respectfully submitted,

Lower Auditorium
1997 09 17

A. KAPPHEIM
Chairman

Hamilton Board of Education
Education Centre
1997 10 07

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip requests be approved:

i. Dalewood, Grade 8 [Trip to Shaw Festival, Niagara-on-the Lake, Ont.], 1997 11 05 (Wednesday).

ii. City-wide Choir Performance (Co-ordinator -Rosedale School), Grades 4 to 11 [National Convention for Canadian Conductors/Teachers - Halifax], 1998 05 14 to 17 (Thursday to Sunday).

iii. Sir Allan MacNab, Grades 9 to 10 [Junior Basketball Clinic and Tournament - Olympia, Huntsville, Ont.], 1997 10 24 to 26 (Friday to Sunday).

iv. Sir Allan MacNab, Grades 11 to OAC [Geography/History/Art Trip - Austria], 1998 03 11 to 23 (Wednesday/Sunday).

v. Sir John A. Macdonald, Grade 12 [Travel and Tourism Trip - Niagara Falls, Ont.], 1997 10 21 (Tuesday).

vi. Sir John A. Macdonald, Grades 11 to OAC [Volleyball Tournament - Mitchell, Ont.], 1997 10 25 (Saturday).

vii. Sir Winston Churchill, Grade 12 [Travel and Tourism Trip - Niagara Falls, Ont.], 1997 10 21 (Tuesday).

viii. Westdale, Grades 9 to OAC [Ski trip - Collingwood, Ont.], 1998 02 06 (Friday).

ix. Westdale, Hill Park, Westmount, Grades 9 to OAC [Ski trips - Blue Mountain, Collingwood, Ont. or Holiday Valley Ski Resort - Ellicottville, USA], 1997 12 12, 1998 01 27, 1998 02 20 and 1998 03 27 (Tuesday/Friday).

x. Westdale, Hill Park, Westmount, Grades 9 to OAC (Ski trip - Kissing Bridge, New York, U.S.A.], 1998 03 06 (Friday).

Respectfully submitted,

M. Matier
Interim Director of Education
and Secretary

rt

OPERATIONS COMMITTEE

Wednesday, October 22, 1997
12:00 Noon (*Lunch Served at 11:30 a.m.*)
HAMILTON PLACE Board Room

ORDER OF BUSINESS
AGENDA

DECLARATION OF CONFLICT OF INTEREST

1. Chairman's Remarks

ACTION ITEMS

A. Standing Committee and Board Meeting Schedule: Changes Due to Municipal Election — ***Attachment A***

INFORMATION ITEMS

2. Correspondence — Nil

3. Minutes of Operations Committee Meeting Held September 17, 1997 — Attachment 3

3.1 Errors or Omissions
3.2 Motion for Approval

4. Business Arising From the Minutes

4.1 Report: CC: Retrofit/Replacement of Scoreboard — Attachment 4.1

5. Reports

5.1 Report on Confirmed Events/Performances — Attachment 5.1
5.2 Director's Report — Attachment 5.2

6. Private and Confidential

7. New Business

8. Other Business

9. Date of Next Meeting: ***TBA***

10. Adjournment

OUTSTANDING BUSINESS

Patricia Bennett
Legislative Assistant
October 15, 1997

A

MEMO TO: **MARKETING AND SALES COMMITTEE**
OPERATIONS COMMITTEE
FINANCE AND ADMINISTRATION COMMITTEE

FROM: Gabe Macaluso
Managing Director/CEO

DATE: October 14, 1997

SUBJECT: **STANDING COMMITTEE AND BOARD MEETING SCHEDULE : MUNICIPAL ELECTION**

RECOMMENDATION:

THAT H.E.C.F.I. ADJUST ITS STANDING COMMITTEE AND BOARD MEETING SCHEDULE TO REFLECT THE CHANGES MADE TO CITY COUNCIL'S MEETING SCHEDULES; and

THAT ACCORDINGLY, STANDING COMMITTEES AND BOARD MEETINGS IN NOVEMBER BE CANCELLED; and

THAT DECEMBER STANDING COMMITTEES AND BOARD MEETINGS BE AT THE CALL OF THE CHAIR.

Gabe Macaluso

Gabe Macaluso, Managing Director/CEO

BACKGROUND:

- The foregoing recommendation is presented as a result of changes made to the meeting schedules of City and Regional Councils because of the Municipal Election taking place November 10th.

- The term of office for the present members of City Council expires on December 1st. The City's Inaugural meeting has been tentatively scheduled Thursday, December 4th. The Region's Inaugural meeting is scheduled to take place December 8th and it is being recommended that both the City and Region meet December 16th.

3.

THE HAMILTON ENTERTAINMENT AND CONVENTION FACILITIES INC.

OPERATIONS COMMITTEE

Wednesday, September 17, 1997
12:00 Noon
Hamilton Place Board room

MINUTES

PRESENT:	Alderman H. Merling, Chair Alderman B. Charters Ms. B. Campbell Mr. W. Ingleby
ALSO PRESENT:	Mr. B. Calder Mr. J. Leuser Mr. S. Farrauto
REGRETS:	Mayor R. Morrow Alderman T. Anderson Mr. J. Nelson Mrs. M. Dow Mr. J. Kujavsky Mr. G. Kay Mr. F. Deys

1. Chairman's Remarks

Alderman Merling called the meeting to order at 12:15 noon. It was noted that the new rink dasherboards at Copps Coliseum have been installed at a cost of approximately $110,000, well under the $150,000 which was approved for this expenditure. The clips which will provide flexibility to the glass panels is still being perfected by Cyrstaplex and will be installed at no charge to H.E.C.F.I. when they are complete.

2. Correspondence

Correspondence was received from Mr. Kujavsky expressing his regrets at being unable to attend today's meeting due to his involvement with the press conference announcing the new Ontario franchise in the National Lacrosse League.

3. Minutes of Operations Committee Meeting Held June 18, 1997

MOVED by Mr. Ingleby, seconded by Alderman Charters that

THE MINUTES OF THE OPERATIONS COMMITTEE MEETING HELD JUNE 18, 1997 BE APPROVED.

MOTION CARRIED.

4. Business Arising From the Minutes

4.1 Sidewalk Interlocking Paving Stones

Management's September 9th report was received. Alderman Merling advised that he will be presenting the issue to the next Transportation and Environment Committee, requesting an analysis of the proposal to replace the interlocking brickwork surrounding the H.E.C.F.I. facilities with concrete sidewalks. Alderman Charters requested the Director of Operations/Events Delivery to ensure that additional inspections of the sidewalks are conducted. Alderman Merling suggested that it become part of the Health & Safety Committee's mandate.

5. Reports

5.1 Report on Confirmed Events/Performances

The Committee received the reports listing the confirmed events/performances at Hamilton Place, Copps Coliseum and the Convention Centre for the months of September through November. During discussion of the activity in the facilities, the CEO advised that approximately 4,000 tickets for the Elvis Tour of Champions have been sold; a sell-out is expected for the NHL Exhibition game - Toronto vs Florida - although 8,000 tickets have been sold to date, a large walk-up is expected; Reba and Brooks & Dunn are expected to sell out - 10,500 tickets have been sold to date; Corey Hart is not doing as well as anticipated.

5.2 Director's Report

The Director's September report was received. During discussion it was noted that food and beverage revenues have been increased by 14% over last year's actuals.

5.3 Quarterly Health and Safety Report

The Quarterly Health and Safety Report for the third quarter of 1997 was received.

6. Private and Confidential

MOVED by Ms. Campbell, seconded by Mr. Ingleby that

THE MEETING MOVE INTO AN IN-CAMERA SESSION AT 12:35 P.M.

MOTION CARRIED.

MOVED by Mr. Ingleby, seconded by Ms. Campbell that

THE IN-CAMERA SESSION BE ADJOURNED AT 12:40 P.M.

MOTION CARRIED.

7. New Business

7.1 Copps Coliseum : Scoreclock

The Director of Operations/Events Delivery reported that management is exploring the feasibility of retrofitting/replacing the scoreclock at Copps Coliseum. The current clock which is now twenty-five years old was purchased from Winnipeg and requires repair to its message centre computer. Under consideration is the addition of signage panels with an advertising agency selling the advertising. Following discussion of the several options being considered, management was requested to present a report to the next Operations Committee meeting outlining the following:

(i) the extent of the repair/retrofit which is required to the present clock;
(i) estimated cost of repair;
(iii) the amount of current revenue from existing scoreclock signage;
(iv) the capital cost required for a new scoreclock;
(v) trade-in value of the current clock;
(vi) the estimated revenue anticipated from additional signage.

8. Other Business

Nil

9. Date of Next Meeting

Wednesday, October 22, 1997
12:00 Noon
Hamilton Place Board Room

10. Adjournment

The meeting adjourned at 12:50 p.m.

TAKEN AS READ AND APPROVED

Alderman H. Merling, Chairman

Patricia Bennett, Secretary

4.2

Hamilton
Entertainment
and Convention
Facilities Inc.

One Summers Lane,
Hamilton, Ontario
L8P 4Y2
Tel. (905) 546-3000
Fax. (905) 546-3002

FOR INFORMATION

MEMO TO : OPERATIONS COMMITTEE

FROM : Mr. G. Macaluso,
Managing Director/CEO

: Mr. B. Calder, P.Eng.,
Director of Operations/Events Delivery

DATE : 1997 September 30

SUBJECT : COPPS COLISEUM - Retrofit/Replacement of Scoreboard

RECOMMENDATION:

THAT THE FOLLOWING REPORT BE RECEIVED FOR INFORMATION PURPOSES.

BACKGROUND:

At the 1997 September 17 meeting of the Operations Committee, management was directed to prepare a report relating to the retrofit and/or replacement of the existing scoreboard at Copps Coliseum.

Overview:

The centre-ice scoreboard at Copps Coliseum has been in service for in excess of twenty (20) years. This scoreboard was purchased in a 'used' condition, from White Way Sign in 1985 for $214,000. including taxes. During its time in operation at Copps Coliseum, the scoreboard has been adequately maintained and fixed signage panels have been installed at the base of the structure. Problems have recently been experienced with the electronic incandescent message centres and controller. Replacement components for the controller are very difficult to obtain and the potential for this equipment to fail and be unable to be repaired is great.

Copps
Coliseum

As such, staff has investigated the replacement of the electronic message centres and controller with single-colour LED displays and a PC controller which operates using current software packages. The estimated cost for this retrofit has been established to be $80,000. The option to replace the scoreboard in its entirety is also available for consideration. An eight (8) sided scoreboard incorporating four (4) fixed signage panels at the top, four (4) banks of two (2) tri-vision rotating signage panels on the corners and four (4), LED message centres at the bottom has been estimated to cost approximately $500,000.

Revenue from the Sale of Advertising Space:

Currently, eight (8) fixed signage panels i.e. four (4) top and bottom, generate $32,000. annually in gross revenue. Of this amount, 20% is paid in commission to our sales agent, thus leaving us $25,600. in net revenue on an annual basis.

A new, eight (8) sided scoreboard would provide four (4) large signage panels and twenty-four (24) rotating panels. Revenue from the sale of this advertising space is estimated as follows;

a)	four (4) large panels @ $5,000. each	$ 20,000.
b)	twenty-four (24) rotating panels @ $2,500. each	$ 60,000.
	TOTAL	$ 80,000.
	Less Commission	$ 16,000.
	NET REVENUE	$ 64,000.

Cost Analysis - New Scoreboard:

Purchase Price of New Scoreboard	$500,000.
Less Estimated Credit for Trade-In	$ 75,000.
NET COST	$425,000.

The net cost of $425,000. for a new scoreboard could be fully recovered from the revenue earned from the sale of advertising space over a period of 6.6 years providing that the revenue anticipated is actually achieved.

Financing Considerations:

Funding for the retrofit and/or replacement costs detailed above have not been provided for in the HECFI Capital Budget Programme. Should it be determined that we are to proceed with either one of these improvement options, the associated costs would have to be financed from the HECFI Reserve for Capital Projects. Projects presently included within the approved Capital Budget Programme could be re-evaluated and revised so as to allow inclusion of the scoreboard retrofit and/or replacement.

Summary:

A retrofit of the existing scoreboard is required to ensure trouble-free operation of the electronic message centres. Although the message centres are not critical to the game function, they do provide valuable information relating to the game, upcoming events and event advertisers. The necessary repairs would not affect i.e increase, the revenue generating potential of the scoreboard.

A new, eight (8) sided scoreboard would provide us with up-to-date electronic components, a PC based operator compatible with our other electronic displays i.e. exterior signs, and potential for additional advertising revenue. When offset by the anticipated advertising revenue and credit for trade-in, the capital cost of a new scoreboard could be recovered within seven (7) years.

In order to provide for the necessary financing of either a retrofit or replacement of the existing scoreboard, revisions to the Capital Budget Programme are required.

It should be noted that with either the retrofit or replacement options described above, full colour video capabilities will not be possible. Video screens in the form of rear screen projection, full colour LED or diamond optics can be incorporated into a scoreboard structure however, the cost of these installations can range from $750,000., $1,300,000. and $4,200,000. respectively. Other improvements i.e. roof structure reinforcement, production facilities and the cost of same, must also be included when considering these installations.

G. Macaluso,
Managing Director/CEO.

B. Calder, P.Eng.
Director of Operations/Events Delivery.

S.1

Hamilton Entertainment and Convention Facilities Inc.

Hamilton Place
10 MacNab Street South
Hamilton, Ontario
L8P 4Y3
Tel. 546-3100
Fax 521-0924

REPORT TO	:	**MARKETING & SALES COMMITTEE**
FROM	:	Mr. Gabe Macaluso Managing Director/CEO
COPIES TO	:	Mr. John Elder Manager of Programming
	:	Ms. Sandra Gruba Arena Programmer
	:	Mr. Rich Rakoczy Theatre Programmer
	:	Ms. Diana Bordonaro Programming Assistant
DATE	:	1997 October 14
RE	:	**CONFIRMED EVENTS/PERFORMANCES OCTOBER 1997 TO DECEMBER 1997**

The attached chart details the status of confirmed events/performances at Copps Coliseum and Hamilton Place for October 1997 to December 1997.

Respectfully submitted:

Gabe Macaluso

Gabe Macaluso
Managing Director/CEO

Confirmed Events/Performances

OCTOBER	HAMILTON PLACE	COPPS COLISEUM
Total of 22 confirmed events/performances		
1,2		Bulldogs Training Camp (R)
3	Corey Hart (CP)	Bulldogs vs Albany (R)
5		Reba/Brooks & Dunn (R)
7		Teachers' Rally (R)
10		Bulldogs vs Rochester (R)
14		Bulldogs vs Syracuse (R)
17		Bulldogs vs Rochester (R)
18	Opera Hamilton - Don Giovanni (R) (9-16 load in/setup/tech/reh days) (17,19-22 - dark days)	Great Lakes Network (R)
19		Great Lakes Network (R)
21		Bulldogs vs Adirondack (R)
23, 25	Opera Hamilton - Don Giovanni (R)	
24	Niagara Sales Congress (R)	Raptors vs Denver (R)
25		Village People (P)
26	N.H.O. - Classics 2 (R)	
30,31	Harmony Inc. - 38th Anniversary (R)	

Confirmed Events/Performances

NOVEMBER	HAMILTON PLACE	COPPS COLISEUM
Total of 24 confirmed events/performances		
1	Harmony Inc. (R)	
2		Bulldogs vs Providence (R)
4	An Evening with John McDermott (CP)	
6	Romantic Arts Festival (R)	
7	McMaster Convocation (R)	Bulldogs vs Syracuse (R)
8	New Hamilton Orchestra (R)	Bulldogs vs Syracuse (R)
9	Romantic Arts Festival (R)	Hollywoof (R)
11	Andre Philippe Gagnon (CP)	
12	Jann Arden (CP)	
14		Bulldogs vs Albany (R)
15,16		Great Lakes Network (R)
21		Bulldogs vs Rochester
23		Aretha Franklin (P)
22,27	Opera - Die Fledermaus (R) (13-19 - load in/set up/tech/reh/days (21,23-26,28 - dark days)	
28		Lord of the Dance (CP)
29	Opera - Die Fledermaus (R)	Lord of the Dance (CP)
30	Roger Whittaker (R)	

Confirmed Events Performances

DECEMBER	HAMILTON PLACE	COPPS COLISEUM
Total of 27 confirmed events/performances		
2		Bulldogs vs Fredericton (R)
5		Bulldogs vs Albany (R)
6	Bach Elgar - Messiah (R) (5-rehearsal)	Great Lakes Network (R)
7		Great Lakes Network (R)
11	The Nutcracker (R) (7-10 move in/set up days)	
12,13	The Nutcracker (R)(move out 14)	Bulldogs vs Cincinnati (R)
17	Geritol Follies Christmas Show (R) (16-set up/reh day)	Bulldogs vs Rochester (R)
18	Geritol Follies Christmas Show (R)	
19	Canadian Orpheus Male Choir (R)	
21	N.H.O. - The Magic of Christmas (R)	Dofasco Christmas Party (R) (move in 18,19,20/move out 22)
22	Canadian Brass Christmas Show (CP)	
23		Bulldogs vs Fredericton (R)
27,29		Bulldogs vs St. John's (R)
30,31		Giant Holiday Circus (CP)

THE HAMILTON ENTERTAINMENT AND CONVENTION FACILITIES INC.

MEMORANDUM

****

TO: Mr. G. Macaluso
Managing Director/CEO

FROM: S. Farrauto
Hospitality Programming and Sales Manager

DATE: 1997 October 14

SUBJECT: **CONFIRMED BOOKINGS AT HAMILTON CONVENTION CENTRE - SEPTEMBER, OCTOBER AND NOVEMBER 1997**

MONTH OF SEPTEMBER, 1997

TYPE OF EVENT	TOTAL # OF EVENTS	TOTAL ESTIMATED ATTENDANCE
BANQUETS	12	2,915
MEETINGS	12	1,366
CONVENTIONS	2	1,300
TRADE & CONSUMER SHOWS	0	0
OTHER	1	80
TOTAL	**27**	**5,661**

MONTH OF OCTOBER, 1997

TYPE OF EVENT	TOTAL # OF EVENTS	TOTAL ESTIMATED ATTENDANCE
BANQUETS	21	6,335
MEETINGS	9	1,452
CONVENTIONS	1	200
TRADE & CONSUMER SHOWS	0	0
OTHER	4	1,450
TOTAL	**35**	**9,437**

MONTH OF NOVEMBER, 1997

TYPE OF EVENT	TOTAL # OF EVENTS	TOTAL ESTIMATED ATTENDANCE
BANQUETS	15	2,872
MEETINGS	10	2,387
CONVENTIONS	0	0
TRADE & CONSUMER SHOWS	1	10,000
OTHER	6	4,500
TOTAL	**32**	**19,759**

Respectfully submitted,

Sal Farrauto
HOSPITALITY PROGRAMMING & SALES MANAGER

5.2

Hamilton
Entertainment
and Convention
Facilities Inc.

1997 October 14

DIRECTOR'S REPORT - OPERATIONS/EVENTS DELIVERY

The Director of Operations/Events Delivery presents herein, his report for the month of October, 1997.

Food and Beverage Section -

Event activity scheduled for the month of October at the Convention Centre includes conventions/conferences for Path Employment Service - Employment Expo '97, the Advanced Card Technology Association of Canada, the Six Nations Police Commission and Niagara Church House; banquet functions for Union Gas, the International Brotherhood of Electrical Workers - Local 105, Hamilton-Wentworth Crossing Guards, the African Caribbean Association, the Mayor's Committee Against Racism and Discrimination, the City of Hamilton Sports Volunteers, Canadian Canners Ltd., the North American Society for the Study of Romanticism, the Hamilton Board of Education and the Hamilton-Wentworth Municipal Employees Quarter Century Club; meeting/meal functions for the Economical Insurance Group, the Women's Canadian Club, McMaster Continuing Education, Mannatech Incorporated, the Regional Municipality of Hamilton-Wentworth - Engineering Week, the Hamilton Academy of Medicine, the McMaster University Department of Chemical Engineering and Office of Alumni Advancement, Panorama Conference Management and Janssen Ortho Inc.; two wedding receptions, and the Steel City Oktoberfest.

As evident by the above summary of events, activity at the Convention Centre will be strong throughout the month with total revenue from events booked projected to meet budget targets established.

A number of new part time waitstaff positions have been hired to replace those lost over the course of the summer months. Orientation and training sessions are being conducted so as to prepare these new employees for the fall season.

Events Delivery Section -

At Copps Coliseum, the Hamilton Bulldogs commence their second season of play with five (5) games scheduled including the home opener on Friday, October 3. The Bulldogs will install video projection screens in the mezzanine level of the Coliseum to provide game

Copps
Coliseum

replays and highlights and to display event advertisers and sponsors. Other events scheduled include concerts by Reba McEntire with the opening act of Brooks and Dunn, and a Halloween party with the Village People; the Ontario Teachers' Federation Meeting and Rally; a two (2) day sales conference for the Great Lakes Network; and an N.B.A. exhibition game featuring the Toronto Raptors versus the Denver Nuggets.

At Hamilton Place, Opera Hamilton commences its 1997/98 season with the production "Don Giovanni". Other events scheduled include a concert by Corey Hart, a classics concert by the New Hamilton Orchestra; the Niagara Sales Congress and three (3) of five (5) performances of a production entitled "Harmony Inc.".

In the Studio Theatre, The Player's Guild production of "Breaking Legs" (six performances) will be staged and a concert featuring Stephen Fearing and Laura Smith is scheduled. The Studio will also be utilized for rehearsals by the New Hamilton Orchestra.

A number of full and part time supervisory event staff recently completed a first aid training course. Certification in first aid should prove to be a valuable asset for this staff.

Building Operations Section -

The work to replace sections of the Hamilton Place roof is progressing on schedule. Completion is anticipated by October 24.

Remedial repair work has recently been completed on areas of the interlocking sidewalk paving stones around Copps Coliseum. The sidewalks should now be in a good and safe condition to withstand the demands of the upcoming winter season.

A sound control partition has been constructed between dressing room four and the Bulldogs' dressing room at Copps Coliseum. This will allow the visiting team to utilize dressing rooms three and four thus providing direct access to their players bench and preventing crossover in the dressing room corridor.

Quotations are being obtained to replace the carpet in the administration and box office areas of Copps Coliseum. Capital funds have been provided to finance this expenditure.

Other -

On 1997 September 26, the Director of Operations/Events Delivery appeared before the Regional Advisory Committee for Persons with Physical Disabilities to respond to issues

raised by this committee respecting barrier free accessibility of the HECFI facilities. The committee determined that a subcommittee would be established to tour our facilities and prepare a report outlining deficiencies with same. Once this report is completed, the Regional Advisory Committee will endeavour to present its finding and recommendations if any, to the HECFI Operations Committee.

Respectfully submitted,

BNC:mgm

B. N. Calder, P.Eng.,
Director of Operations/Events Delivery.

AGENDA
TIONS AND FINANCE COMMITTEE
1997 11 11

egular meetings of 1997 05 06, 1997 09 09 and special meeting of 1997 09 16.

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Report from the Officials re Referral of Clause regarding Approval of School Initiated Projects — Page 1

2. Report re Current Status of Arbitrations and Grievances — **Page 2 to 2B** [Previously distributed]

3. Report re City of Hamilton Request - 100 Locke Street South — Pages 3 to11

4. Report re Essex County Board of Education: Copyright Laws — Pages 12 to 14; and Appendix 2 [Cancopy Poster]

5. Board Policies Referred to Officials (1997 09 18 Board):

   New Policy Statements:

   Registration of Student of Schools Outside the Defined Attendance Area — Pages 15 to 17

   Early Identification - Admission Procedures for Junior and Senior Kindergarten — Pages 18 to 18F

6. Options to Consider - Teachers to Return to Work — Pages 19 to 20
   [Tabled at the 1997 11 06 Special Operations and Finance Committee]

7. (a) Auditor's Report regarding the Recruitment of Visa Students [referred at 1997 11 06 Special Board] — Package previously distributed

   (b) Verbal Response from the Officials re the Model for Future Revenue Generation Projects [Page 7 of the Auditor's Report]

NEW BUSINESS:

1. Director's Annual Report

2. Annual Report on Public Relations Planning - To be deferred

3. Public Inquiry on the Plastimet Fire - Requested by Trustee MacDonald

4. Report re the Board of Education for the City of Hamilton Foundation — Pages 21 to 22

*5. Verbal Update - Removal of PCB's from Dundurn Street Building - requested by Trustee Hill

6. Report of the Special Education Advisory Committee — Page 23

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education and Secretary — Pages 24 to 25

2. Research Requests:

   a) Queen's University — Survey of Health Behaviours in School-Aged Children A Cross-National Study — Pages 26 to 52

   b) Children's Hospital of Eastern Ontario — Comparative Study of Eating Attitudes, Behaviours and Disorders in Young Women With/Without Type 1 Diabetes — Pages 53 to 88

***In Addition to Agenda Distributed**

1997 11 11

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative and Operational Services**
J. Riley, Manager Maintenance and Engineering
D. O'Connor, Manager Design Services

RE: **Referral of Clause Regarding Approval of School Initiated Projects**

REPORT: **Decision**

BACKGROUND:

At the September Operations and Finance Committee, the report on the painting of lockers at Sir Allan MacNab was received for information and the following motion was referred back to Officials:

"That school initiated projects involving expenditures over $ 5000 for repairs and renovations first receive formal approval of the Superintendent of Administrative and Operational Services before proceeding."

The figure of $ 5000 leaves procedure unclear for items less than $5000 and perhaps implies no formal approval procedure at all. In reviewing the implications with Plant staff , a dollar figure has no bearing on what code requirements must be met with respect to building changes, repairs and renovations. The Board has a responsibility to comply with codes and exposes itself to unnecessary risk if it allows changes to buildings without code review by Plant.

The report also approved the following recommendation:

"That a process to review school initiated projects be established to assist in overcoming the issues and concerns illustrated in this pilot. In connection with this, a criteria for priority ranking in terms of the allocation of available resources to these projects will be necessary".

ISSUE:

To advise the Board on the handling and approval of school initiated and funded projects.

RECOMMENDATION:

That school initiated and funded projects for changes of use, repairs, renovations or capital improvements affecting the services, property, utilities, or buildings of the School Board, receive formal approval of the Superintendent - Administrative and Operational Services, and this approval process be developed as part of the process to review school initiated projects.

RATIONALE:

1. Meeting standards of the Building Code, Fire Code and other regulations that apply to a proposed building change (e.g. environment, health and safety, structural) is the first requirement. Cost does not limit this requirement.

2. The Plant Department is experienced in building standards and must keep buildings in compliance with Codes, to insure the protection of students, staff and the public. (e.g. proper fire separations, structural integrity, electrical and mechanical system requirements)

3. Without an approval process, the Board will be unnecessarily burdened for lack of compliance with regulations and be forced to bear uncontrolled additional costs for removal of non compliance items and reinstallation of systems that meet standards.

4. The Board must keep its building data up to date. Projects carried on without Plant knowledge results in incomplete information about the building and matters associated with compliance or contractual obligations. (e.g. material safety data sheets, electrical consumption requirements, life safety items) .

1997 11 10

To: The Chairman and Members
Operations and Finance Committee

From: Deborah Russon, Manager, Employee Services

Re: OUTSTANDING GRIEVANCES THAT HAVE BEEN SCHEDULED FOR ARBITRATION

Report: Information

BACKGROUND
At the October meeting of the Operations and Finance Committee, a request was made for information related to outstanding grievances and arbitration's.

ISSUE
To provide the trustees with the information as requested.

RECOMMENDATION
That the report on outstanding grievances that have been scheduled for arbitration be received for information.

RATIONALE
The information as presented was collated in response to a request from the Education Improvement Commission and was forwarded to them in the attached format.

1997 11 10.

OUTSTANDING GRIEVANCES THAT HAVE BEEN SCHEDULED FOR ARBITRATION

OCCUPATIONAL GROUP	NATURE OF THE GRIEVANCE
Elementary Branch Affiliates (7 outstanding grievances)	1. Retirement Gratuity - Union claims grievor is a pre/56 employee and entitled to a full year's salary.
	2. February 23, 1996 - Personal Leave Day refusal. (One Policy grievance and 2 individual grievances)
	3. Employment Standards - Termination Letter and subsequent Pregnancy Leaves. Union claims that grievor should have been protected from lay-off if on a pregnancy leave.
	4. Union claims permanent status revoked when erroneous information discovered. Union questioning Board's right to rescind a motion once it has been passed.
	5. Staffing - Union claims Principal assignment was not awarded to grievor as per collective agreement.
O.S.S.T.F., District 8 TPA (4 outstanding grievances)	1. Staffing - Union claims grievor was not granted a timetable expansion.
	2. Transfer Issue - Union claims Board arbitrarily kept grievor out of Hill Park for the 1996-97 school year.
	3. Termination. Union claims that grievor arbitrarily terminated from Summer School in 1996.
	4. Class Size - Union claims current article 25.30 of collective agreement (max. class size) is not being met in some schools.
OPEIU, Clerical & Technical (1 outstanding grievance)	1. Job Posting Selection.
O.S.S.T.F., Clerical & Technical Bargaining Unit (5 outstanding grievance)	1. Job Evaluation - Grievor claims that the process was conducted unfairly. Grievor wants change in present grade from 13 to 15.
	2. Lay-off and Recall - Union claims that the Board did not allow an employee to bump a junior employee as per Article 44 of the Collective Agreement.
	3. Posting Procedure. Union claims that the Board created a new position without posting same and wants it posted according to Article 31 of the Collective Agreement.

OCCUPATIONAL GROUP	NATURE OF THE GRIEVANCE
	4. Contracting Out. Union claims that the Board is contracting out work of the bargaining unit and wants a member recalled or the position posted.
	5. Selection. Union claims that the Board did not properly award position to more senior qualified candidate.
OSSTF Occasional Teachers (1 outstanding grievance)	1. Accommodation process was not followed - Union claims grievor should have remained at Sir John A. MacDonald.

TO: The Chairman and Members
Operations and Finance Committee
1997 11 11

FROM: Lucy Veerman, Acting Senior Financial Officer
Financial Services
D. Sage, Manager
Special Projects, Audit, Assessment, Property, Insurance and Transportation

RE: **CITY OF HAMILTON REQUEST - 100 LOCKE STREET SOUTH**

REPORT: FOR DECISION

BACKGROUND:

On August 26th, the Finance and Administration Committee of the City of Hamilton adopted a series of resolutions pertaining to the exemption of development charges and the offset of outstanding realty taxes on a property located at 100 Locke Street South, Hamilton.

At the 1997 09 18 Board, correspondence from the City of Hamilton (Appendix A) was received. In October, the Operations and Finance Committee referred the report to officials for a response to the City's recommendation:

"That the Hamilton Board of Education agree to write off the Board's portion of the outstanding taxes".

The 100 Locke Street South property is presently owned by Belmondo Corporation. The site was developed for the operation of an automobile service garage. In the late 1980's the property fell into tax arrears. Currently, an estimated $110,000 in municipal charges (taxes, interest and penalty) remain uncollectable by the City. The owner has not been able to sell or develop the property. The Board's share of any potential write off is approximately 49%. At present, the site is represented to be heavily contaminated, in receivership and vacant (see Appendix B - property location).

The Good Shepherd Non-Profit Homes Inc. is proposing to build on this site, a supportive housing project that meets the requirements of the Ministry of Health's long-term care program. The Good Shepherd agency has advised that the site premiums and remediation are in excess of the appraised market value for a clean site of $125,000.

As referenced in the City's report:

* cost estimates for remediation range up to $250,000
* property back taxes, penalties and interest remain outstanding and continue to accumulate
* registered mortgage on title to Royal Bank $140,000
* development charges and park dedication fees amount to approximately $15,000.

It is the Good Shepherd's position that, in order for their project to proceed, concessions would be required by all three local taxing authorities.

Under present procedures and legislative requirements, the City pays the Board 100% of the education tax levy each year even though the amounts have not been collected from the taxpayer. After three years in tax arrears, a property becomes eligible for tax registration in accordance with the Municipal Sales Tax Act. Once the property is registered, the taxpayer has the opportunity to redeem the property by making payment in full at any time prior to sale.

Section 9(3) of the Municipal Sales Act provides that the City treasurer in accordance with the prescribed rules shall conduct a public sale and determine whether there is a successful purchaser. Should there be no successful purchaser, the treasurer is to prepare and register in the name of the municipality, a notice of vesting. The City of Hamilton has registered, on title, a tax certificate and will be in a position to assume ownership on January 3, 1998. In a letter dated November 17, 1997 from the firm of Evans, Philp, Mr. Ian Gordon states that:

> *"The Education Act does not provide for a public Board of Education to levy municipal taxes. The Council of the local municipality, in this case the City of Hamilton, levies the taxes based on the rates determined by the Board. Since the Board does not levy rates then, we cannot see how they can abate or refund taxes".*

Section 441(1) of The Municipal Act provides that where the treasurer ascertains that certain taxes are uncollectable, the treasurer shall recommend to the council that such outstanding taxes be struck off the roll. In doing so, section 421 of The Municipal Act enables the City to charge back any deficiency caused by an abatement or refund of taxes. Environmental circumstances and the expressed interest by the "Good Shepherd" has caused the City to try to facilitate the proposed development prior to the property vesting to the municipality.

According to the City, the proposed housing project would generate and estimated $20,000 in annual taxes. In order for the City to accommodate the request of the Good Shepherd outside of the normal process, council has agreed to provide a grant for the City's portion of the arrears. As well, in an October 1997 report to Regional Council, the Region endorsed the City's request by authorizing that the funding of their share of the outstanding taxes be implemented through an equivalent grant.

Both the Region and City have the legislative authority to provide grants for the purpose of providing tax relief. The Board is not in a position to use public funds outside of its educational mandate.

ISSUE:

To apprise trustees of the circumstances surrounding the request from the City of Hamilton regarding the tax arrears of a property located at 100 Locke Street South, Hamilton.

RECOMMENDATION:

That the Board of Education for the City of Hamilton advise the City of Hamilton that:

* the Board has no statutory authority for making grants to third parties for non-educational purposes, and
* as the Education Act does not provide for a public Board of Education to levy municipal taxes, it also has no authority under the The Municipal Act to abate or refund taxes.

RATIONALE:

The request of the City basically provides for two options for the Board to consider, exempt taxes or provide for an offsetting grant. In either case, the request is unprecedented.

Both Regional and City councils have authorized the payment of grants in amounts equal to their share of the outstanding tax arrears. These grants would then be returned to the City as payment of the tax arrears. The Board does not have similar enabling legislation.

Section 170 and 171 of The Education Act, Duties of the Board and Powers of the Board extends no authority for a Board to provide for payments to offset property taxes of a ratepayer. The granting of funds, out of public monies, for this purpose would be deemed as not meeting the objectives of educating students, therefore, not in compliance with the Act.

In regards to the issues of the Board authorizing the write-off of taxes, only the City of Hamilton can order such action.

At this time, The Board is limited in its formal response to the request of the City of Hamilton. It has been suggested to City officials that the Board is not adverse to the City continuing to demonstrate alternatives, for review by the Board, that would facilitate the City's desired course of action. All expressed alternatives must adequately address both the legal implications of such action as it relates to the registered claims on title and the appropriateness under the various governing pieces of legislation.

APPENDIX A

Referred at the
1997 09 18 Board

City of
HAMILTON

71 Main Street West, Hamilton, Ontario, L8N 3T4
Tel. (905) 546-2700 / Fax (905) 546-2095

1997 August 29

OFFICE OF THE

SEP 5 1997

DIRECTOR OF EDUCATION

Mr. M. Matier
Interim Director of Education and Secretary
The Board of Education for the City of Hamilton
100 Main Street West
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Dear Mr. Matier:

Re: 100 Locke Street South, Hamilton

Please be advised that Hamilton City Council at its meeting held Tuesday, 1997 August 26th approved Section 11 of the Nineteenth Report for 1997 of the Finance and Administration Committee as follows:

11. (a) That after hearing the evidence and submission of the complainants, Humana House and the Good Shepherd Non-Profit Housing Corporation Inc, the Council of the City of Hamilton hereby confirms the development charges imposed on the property at 100 Locke Street South as being properly imposed pursuant to City of Hamilton Development Charges By-law 95-176; and,

(b) That the City of Hamilton provide a grant in lieu of the City's portion of the outstanding reality taxes on 100 Locke Street South to the Good Shepherd Non-Profit Housing Corporation Inc., subject to the following conditions:

(i) That the Region of Hamilton-Wentworth agree to write-off the Region's portion of the outstanding taxes; and,

(ii) That the Hamilton Board of Education agree to write-off the Board's portion of the outstanding taxes; and,

(iii) That the grant not be released for payment of the taxes until the existing mortgage on title is discharged: and,

Page Two

(c) That the City Clerk be authorized and directed to send a formal request to both the Region and the Hamilton Board of Education requesting them to consider forgiveness of their respective portions of the outstanding realty taxes; and,

(d) That the City Treasurer be authorized and directed to recommend a method of financing for the City's portion of the taxes.

You will note that sub-section (c) of this resolution requests that the Region and the Hamilton Board of Education consider forgiveness of their respective portions of the outstanding realty taxes.

For your reference, I am attaching herewith a copy of the staff report on this issue which was presented to the Finance and Administration Committee.

Would you please take the appropriate action in presenting this matter to your Board for consideraton.

Yours very truly,

Susan K. Reeder
Secretary
Finance and Administration Committee

cc Alderman B. Charters, Chairman, Finance and Administration Committee
Alderman D. Ross, Vice-Chairman, Finance and Administration Committee
Alderman T. Anderson
J. Pavelka, Chief Administrative Officer
A. Ross, Treasurer
P. Noe Johnson, City Solicitor
L. King, Building Commissioner

REVISED

CITY OF HAMILTON

- RECOMMENDATION -

AUG 11 1997

DATE: 1997 August 5

REPORT TO: Susan K. Reeder, Secretary
Finance and Administration Committee

FROM: Aldermen R. Charters, D. Ross, and T. Anderson
Ad Hoc Committee

SUBJECT: 100 Locke Street South (97.4.12.A, 97.2.4.2.1.A)

RECOMMENDATION:

(a) That after hearing the evidence and submission of the complainants, Humana House and the Good Shepherd Non-Profit Housing Corporation Inc, the Council of the City of Hamilton hereby confirms the development charges imposed on the property at 100 Locke Street South as being properly imposed pursuant to City of Hamilton Development Charges By-law 95-176; and,

(b) That the City of Hamilton provide a grant in lieu of the City's portion of the outstanding realty taxes on 100 Locke Street South to the Good Shepherd Non-Profit Housing Corporation Inc., subject to the following conditions:

i) That the Region of Hamilton-Wentworth agree to write-off the Region's portion of the outstanding taxes; and,

ii) That the Hamilton Board of Education agree to write-off the Board's portion of the outstanding taxes; and,

iii) That the grant not be released for payment of the taxes until the existing mortgage on title is discharged; and,

(c) That the City Clerk be authorized and directed to send a formal request to both the Region and the Hamilton Board of Education requesting them to consider forgiveness of their respective portions of the outstanding realty taxes; and,

(d) That the City Treasurer be authorized and directed to recommend a method of financing for the City's portion of the taxes.

App'd by Committee 1997 Aug. 19

App'd by Council 1997 Aug. 26.

FINANCIAL/STAFFING/LEGAL IMPLICATIONS:

The City's portion of the outstanding realty taxes of $98,243.98 is $24,595.97. These taxes will likely not be collected, however, a tax certificate is already registered against the property and in 1998 January, the City will be in a position to assume ownership and write-off all the taxes.

BACKGROUND:

Late in 1996, the Good Shepherd Non-Profit Housing Corporation Inc. approached the City of Hamilton to ask relief from payment of the development charges on 100 Locke Street South. It is proposed by the group to build a fifteen unit multiple dwelling on the site which will provide housing for individuals and families who are eligible for social housing and meet the requirements of the Ministry of Health's criteria for Long Term Care Program. A brief explanation of the proposal is attached as Schedule A, which was prepared by the applicant.

The subject property is located on Locke Street South at Canada and Jackson Street West. The site was previously occupied by an automobile service garage and the soil on the site is heavily contaminated. Due to the site conditions, the owner has not been able to sell or develop the property and the realty taxes are in arrears. In 1997 January, the City registered a tax certificate on the property. If during the next year the outstanding taxes of $98,243.98 are not paid, ownership of the property will go to the City.

With the current economic conditions, it is unlikely that the back taxes will be paid. There is a first mortgage of approximately $140,000 on the property and the remedial clean-up of the site has been estimated at between $125,000 to $250,000. The appraised value of the property after the contaminated soil is removed is $125,000. The applicant has advised that the mortgage holder is willing to write-off the mortgage.

At the Finance and Administration meeting of 1997 January 21, the applicant appeared requesting that the City write-off the outstanding taxes and exempt them from payment of the development charges. The Finance and Administration Committee requested that the applicant pursue City owned land in the downtown core to see if any suitable land was available. On 1997 February 18, the applicant returned to the Finance and Administration committee to report that the only available lands were held by the Hamilton Parking Authority and were not yet declared surplus to the City.

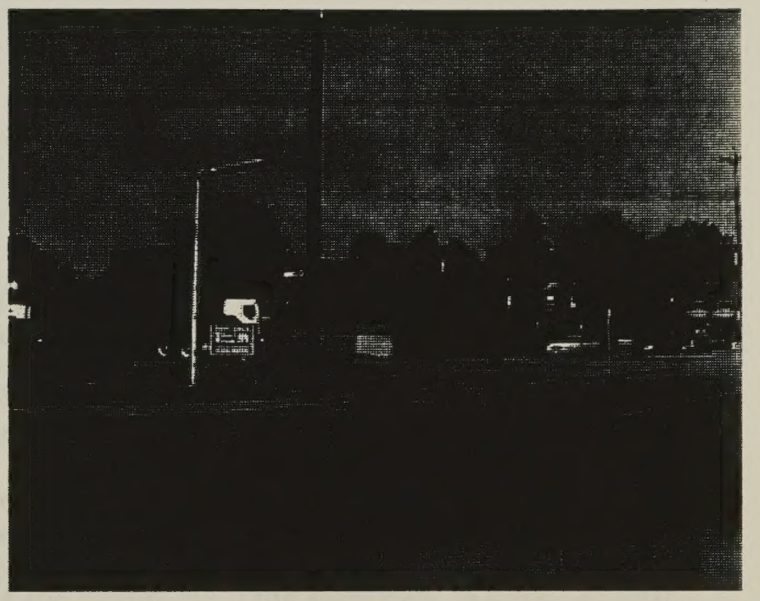
This matter was subsequently referred to a meeting of Aldermen Charters, Ross, and Anderson together with the applicants and staff. At that meeting, the recommendations in this report were negotiated.

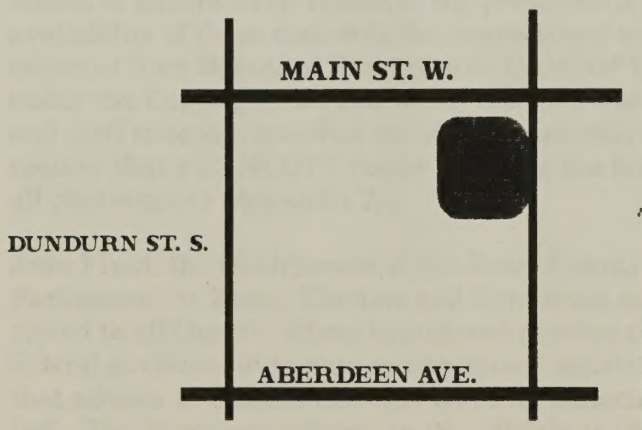
Since the meeting of the Ad Hoc Subcommittee, a meeting was held with the ward alderman, Marvin Caplan, the two public school trustees, the applicant, and staff of both the City and Hamilton Board of Education. The Board of Education trustees for Ward 2 were receptive to the proposal and will assist the applicant in approaching the Board of Education for a grant to offset the Board's portion of the taxes.

It is expected that if the City can assist the applicant by issuing a grant to pay the City taxes and can encourage the Region and Hamilton Board of Education to do the same, then the subject lands will be decontaminated and approximately $20,000 per year in taxes will be collected.

cc Allan C. Ross, Treasurer
Peter C. Lampman, P. Eng. Building Department

100 LOCKE STREET





1997 11 11

To: The Chairman and Members
Operations and Finance Committee

From: Kenneth Bain, Interim Assistant Superintendent of Schools, Mountain

RE: **Essex County Board of Education**
Re: Copyright Laws

Report: **For Information**

BACKGROUND

The reduction in textbook allocation in recent years coupled with the availability of photocopiers has resulted in teachers increasingly reproducing various forms of print materials for use in classrooms and examinations. Such practices have raised a number of potential legal issues. In order to address concerns following the passing of the Copyright Act, CANCOPY, a non-profit organization was established as a means to ensure a fair return to the producers of materials, while at the same time ensuring the availability of these materials for instructional use. Licensing fees for reproduction privileges are collected from Boards of Education by CANCOPY on behalf of publishers whose materials are protected under the Copyright Act and which teachers wish to reproduce. The licence permits teachers, students and staff to copy a specified number of materials covered by the agreement. The terms of the agreement require that a CANCOPY poster outlining the terms and limitations of the agreement be displayed near all photocopiers (Appendix 2.).

Joan Flood, the Chairperson of the Essex County Board of Education sent a letter to the Members of Parliament for Essex, Windsor and Kent areas in July, 1997 (Appendix 1.). The correspondence was copied to all Ontario school boards and provincial school board associations. The letter requested "the federal government to pass and/or amend legislation and negotiate agreements regarding copyright such that schools in Canada can copy learning materials, similar to the provisions in CANCOPY, but without a fee". The letter was referred to the officials at the Operations and Finance Committee on 1997 10 07.

ISSUE

1. To inform trustees of the status of the CANCOPY license and the implications of the provincial withdrawal of funding.
2. To inform trustees of the impact on instructional delivery resulting from withdrawal from the CANCOPY agreement.
3. To investigate the viability of sending a letter to local Members of Parliament.

RECOMMENDATION

That the letter from the Essex County Board of Education be received for information and possible action.

...2

RATIONALE

The initial annual cost for the CANCOPY lease was $2.00 per student. For the past four years, the Government of Ontario has contributed $1.00 per student towards the cost of the license. Based on an enrollment of approximately 40,000 students, the cost of the licence to the Hamilton Board of Education in 1996-97 will be $80,924.10. With a combined student enrollment of 60,000, the 1998-99 CANCOPY license for the District School Board will be $120,000.00. In 1997-98, the province withdrew its financial support for the acquisition of the CANCOPY lease and informed school boards after budgets had been finalized, resulting in insufficient funds being allocated to cover the full cost of the license. Traditionally, the first of the two annual installments, due in the fall, was paid by the provincial government. Their decision to withdraw funding has resulted in an over expenditure of $36,324.00 in the Fees and Contractual Services budget of the Superintendents of Schools.

School personnel very much depend upon their ability to legally reproduce materials for instructional purposes. While it is recognized that the CANCOPY lease presents a significant cost to the Board, teachers would face serious challenges in providing the same quality of instruction if a decision were made to opt out of the agreement

Finally, there is some disagreement between CANCOPY and Ms. Flood with respect to international copyright laws. CANCOPY insists that there is limited copying in American schools without permission, just as there is in Canada at present. Ms. Flood believes that American school boards are exempt from copyright laws. She contends that as much as 24% of the total fees paid to CANCOPY go to American publishers and that Canadian publishers get nothing in return. This situation is still in dispute and, at the time of writing this report, had not been resolved.

APPENDICES

Appendix 1. - Correspondence from Essex County Board
Appendix 2. - CanCopy Poster

Referred at the
1997 09 18 Board

Essex County Board of Education
360 FAIRVIEW AVENUE WEST ESSEX, ONTARIO N8M 1Y4 Telephone (519) 776-6421 Fax (519) 776-4457

July 23, 1997

M.P.s of Essex,
Windsor and Kent areas

Dear M.P.:

Re: Copyright Laws

As you may know, Canadian school boards must pay a fee to allow copying in schools of published material, to be used as learning material for students. Our Board will be paying approximately $34,000. ($2.00 per student) to the Canadian Copyright Licensing Agreement (CANCOPY) for this fee.

Approximately 28% of the fees paid to CANCOPY by school boards (total of approximately $12,000,000. in 1995/96) was paid to foreign publishers, 24% of the 28% to publishers in the U.S.A. It is our understanding that in the U.S.A. there is a copyright law which exempts U.S. school boards from paying a fee and they are still allowed to copy for school purposes. It is also our understanding that there is an agreement internationally regarding copyright.

We are requesting that the federal government pass and/or amend legislation and negotiate agreements regarding copyright such that schools in Canada can copy for learning materials, similar to the provisions in CANCOPY, but without a fee.

With the great pressures currently placed on school board budgets across Canada, this would ensure that material that directly benefits Canadian students will be available. Across Canada, this would save millions of dollars in fees annually for school boards.

Thank you for your support.

Sincerely,

Joan Flood

Joan Flood,
Chairperson.

JF:jal

c: Ontario School Boards
Provincial School Board Associations

1997 11 11

To: The Chairman and Members
Operations and Finance Committee

From: Ken Bain, Interim Assistant Superintendent of Schools, Mountain

RE: Policy Regarding:
Registration of Students at Schools Outside the Defined Attendance Area

Report: For a Decision

BACKGROUND

In preparation for the establishment of the new District School, the Report of the Policy Review Committee was presented to the Operations and Finance committee on 1997 09 09. A new policy statement was prepared in order to support current practice with respect to the registration of students at schools outside the defined attendance area. The report was referred to the officials for review at the 1997 09 18 Board meeting.

ISSUE

To report to trustees on the policy and operating procedure regarding registration of students of schools outside the defined attendance area.

RECOMMENDATIONS

1. That the policy and operating procedure regarding registration of students at schools outside the defined attendance area be approved.

2. That the policy be presented to school administrators by the Superintendents/Assistant Superintendents of Schools.

RATIONALE

On occasion, parents request that their child(ren) attend a school which is not their home school. Principals have an obligation to families within their home school boundaries to monitor student enrollment in order to keep class sizes within reason and to continue to offer a range of programs. The procedures in Appendix 1 reflect current practice with respect to the process and criteria used by principals in considering requests. Once approved, the updated procedure will be presented to school administrators for information, clarification and implementation.

Changes to the original procedure appear in *italics* within Appendix 1.

APPENDICES

Appendix 1. Operating Procedure

APPENDIX 1.

	REGISTRATION OF STUDENTS AT SCHOOLS OUTSIDE THE DEFINED ATTENDANCE AREA

POLICY

It is the policy of the Hamilton Board of Education that when students wish to register in a school outside their home school defined attendance area, the Principal shall follow the attached procedure.

AUTHORITY

RESPONSIBILITIES

Superintendent of Schools

ADOPTED -
REVIEW DATE - T.B.D.

OPERATING PROCEDURE:
REGISTRATION OF STUDENTS AT SCHOOLS OUTSIDE THE DEFINED ATTENDANCE AREA

1. *Registration requests should be made to the principal of the student's "home school" and should be processed by the schools concerned.*

2. *Principals will discuss the parent's rationale for the request and will make a decision. The "home school" principal will communicate the decision to the parent who will, in turn, contact the "receiving school". (See 8(a) for transfer requests from Grade Eight to Grade Nine).*

3. *Siblings of students already registered in the school will have first priority.*

4. Students from outside the defined attendance area will be considered on a "first-come, first-served" basis.

5. The number of students admitted to a school outside their defined attendance area will be regulated to prevent overcrowding of facilities in the "receiving" school.

6. Registration requests should be made by the parents and/or the student early in the school year to allow sufficient time for the principal to organize classes in the school. In Composite Secondary Schools these requests should be made between March 1 and March 15 if at all possible. Exceptions to this will be made on a individual basis. Parents having a child registered in a day-care centre or nursery school outside their own school community and wishing to enrol their child in a kindergarten in that same community should contact the principal of the school concerned. Principals are asked to monitor these kindergarten enrolment figures with the Superintendent of Schools/Assistant Superintendent of Schools for staffing and accommodation purposes.

7. Students who register in a school outside their defined attendance area are responsible for their own transportation and any lunch hour supervision other than that normally provided within the school.

8. In the situation where a student in Grade Eight wishes to enroll in Grade Nine in a secondary school outside his\her attendance area, the following procedure must be followed:

   (a) The elementary school principal should forward the written application for enrollment along with the student's option sheet to the secondary school in the regular attendance area.
   (b) Upon receipt of the written application and option sheet, the principal of the regular or "sending" secondary school will discuss the rationale for the request with the principal of the "receiving" school, then a decision will be made.
   (c) The parents of the student making the request for enrollment will be informed of the decision by the principal of the regular or "sending" secondary school.

1997 11 11

To: The Chairman and Members
Operations and Finance Committee

From: Elizabeth G. Bond, Superintendent of Program

RE: Policy Statement Regarding: Early Identification - Admission Procedures for Junior and Senior Kindergarten

Report: Decision

BACKGROUND

In preparation for the establishment of the new District School Board, the Report of the Policy Review Committee was presented to the Operations and Finance committee on 1997 09 09. A new policy statement was prepared in order to support current operating procedures with respect to the early identification - admission procedures for Junior and Senior Kindergarten. The policy statement was referred to the officials for review at the 1997 09 18 Board meeting.

ISSUE

To report to trustees on the policy statement regarding Early Identification - Admission Procedures for Junior and Senior Kindergarten.

RECOMMENDATIONS

That the policy statement regarding Early identification - Admission Procedures for Junior and Senior Kindergarten be approved.

RATIONALE

The procedures for gradual entry which are presently in place in the Board of Education for the City of Hamilton allow Kindergarten teachers to meet students and parents, to observe students in their home and/or school environment, and to address parental concerns and questions regarding the Kindergarten program on an individual basis. This process enables the teacher to identify learning needs early in the first year of school.

Appendix: Policy Program Memorandum No. 11 (1982)
Operating Procedures (April, 1983)

EARLY IDENTIFICATION - ADMISSION PROCEDURES FOR JUNIOR AND SENIOR KINDERGARTEN

POLICY

It is the policy of the Hamilton Board of Education to identify a child's learning needs early in the enrolment process for Junior and Senior Kindergarten through gradual entry.

AUTHORITY

Board - 1979 06
MET Policy Program Memorandum No. 11 (1982)

RESPONSIBILITIES

Superintendent of Program

Appendix
1. Operating Procedure (April, 1983)
2. Policy Program Memorandum 11 (1982)

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 11

Date of Issue: Revised 1982 Effective: Until revoked or modified

Subject: EARLY IDENTIFICATION OF CHILDREN'S LEARNING NEEDS

Application: Directors of education
Principals of schools

References: Memoranda 1978-79:15; 1979-80:24

Each school board is required to have approved and in operation by September, 1981, procedures to identify each child's level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. These procudures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life.

It is expected that school boards having adopted procudures known to be in tune with the development characteristics of young children will continue to refine them as staff knowledge and experience increases.

Some Principles for Early Indentification

1. Language development is a major component of early identification. It is important, therefore, that procedures used be in English for an English speaking child and in French for a French speaking child. Where a child's language is other than English or French, a reasonable delay in the language based aspects of assessment should be considered.

2. Teachers in consultation with parents must strive to know each child as soon and as thoroughly as possible in order to provide learning opportunities that will help each child. It is imperative that children and their parents do not feel that they are in an "examination-test" situation when information related to the provision of learning opportunities is obtained. Where necessary other professionals may assist in this process.

3. A variety of strategies should be used to maintain an ongoing review of each child's emotional, social, intellectual and physical development.

4. Continuous assessment from different perspectives should be followed up with suitable programs that reflect what is known about each child at any point in time. Such programs should be provided in an environment wherein the child feels secure.

5. Information derived from assessment should be treated as tentative and temporary; it is not appropriate to use these data to predict children's long-term achievements.

6. Teachers may identify some children with special needs who require further assessment. Teachers should consult with other professionals to determine appropriate learning programs.

SOME RESOURCES FOR EARLY IDENTIFICATION

1. In recent years there has been much activity in the development of instruments for use in early identification procedures. Careful analysis and review of these instruments in the context of primary education is essential.

2. Research consistently confirms that a supportive teacher who implements programs suited to children's individual needs and who provides immediate, positive reactions about developing competencies and attitudes, is a very reliable authority for deciding what a child can and cannot do.

3. Teachers may need to reinforce their interview skills, their skills in interpreting different facets of child behaviour, and their abilities to recognize when other professional assistance is necessary.

   Inservice activities should be developed to accommodate these needs. Professional activity days could be used most effectively for this purpose.

4. Personnel within Ontario's 43 public health units may be able to assist school boards with relevant social and health information. Contact with the local medical officers of health is encouraged.

   In jurisdictions where parents provide teachers with social and health information, parents must be assured that the information will be kept confidential, and that it will be used in establishing good educational programs for children.

5. Within regional offices of the Ministry of Education, designated staff members have responsibility for assisting boards with matters relating to early identification.

6. A resource guide to The Formative Years, tentatively entitled "The Beginning Years of School" is being prepared by the Ministry of Education. This guide will provide suggestions for implementing early identification procedures within the context of early childhood programs.

7. The Ministry of Education has initiated a number of research studies designed to provide up-to-date information on meeting the needs of young children. The reports are available either in microfiche or as bound copies from:

   Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1N8

Learning abilities: identification and intervention practices (1981)
Mr. Iain Davidson, Dr. Margaret Hughes, Dr. Harry Silverman, Ontario Institute for Studies in Education. $5.00

This study describes early identification procedures and intervention programs being used in Ontario, evaluates the reliability and validity of these techniques, and outlines criteria for choosing appropriate instruments and procedures.

The Windsor early identification project (1976)
Dr. K. G. O'Bryan, Ontario Educational Communications Authority

The approach used in the Windsor Project was multi-disciplinary, involving educators, psychologists, the medical profession and the research team. The tests developed were designed for Windsor but have general applicability with some local modification.
Bound copy $2.50 Microfiche (ON00565) $1.50

Le projet de dépistage précoce de Windsor (1976)
Dr. K. G. O'Bryan, Ontario Education Communications Authority
Bound copy $2.50 Microfiche (ON00565) $1.50

Children's characteristics on school entry (1980)
(Junior Kindergarten, Senior Kindergarten and Grade 1)
Dr. G. A. V. Morgan, University of Guelph.

The research team developed a set of instruments and used them on a representative sample of children entering school for the first time to identify the skills and abilities that they had acquired. Data was also collected on parents' expectations of the school program as well as the schools' expectations of the beginning children. $5.00

Identification of learning disabilities in Ontario: A study of the validity of assessment instruments and procedures (1980)
Dr. Robert B. MacIntyre - Ontario Institute for Studies in Education.

In addition to examining instruments and procedures, the researchers studied the process used in schools to generate, apply and interpret data. The report includes an annotated list of major tests with a validity summary for tests specific to the learning disability issue.

Early childhood education: perceptions of programs and children's characteristics (1980)
Dr. M. W. Wahlstrom, Ontario Institute for Studies in Education.

Ontario programs for children aged three to eight are described and analysed. Issues relevant to Early Childhood Education are outlined and related to the delivery of services through the programs of various agencies. $5.00

Kindergarten programs: effects of regular half day, alternate full day, and daily full day programs
Dr. Andrew Biemiller, University of Toronto.

The study examined the effects of the three types of program on the children's health, temperament, preferences and their skills in a variety of academic and social situations.
Microfiche (ON01480) $1.50

8. Many school boards have had early identification procedures in place for some time; they can provide valuable information to boards wishing assistance. A random sample of early identification programs around the province is presented in Curriculum Connections No. 14, October 1979, a publication available from the Ontario Association for Curriculum Development, c/o Edgewood Junior Public School, 230 Birkdale Road, Scarborough, Ontario, M1P 3S4. A reference copy is held by the:

Information Centre
Ontario Ministry of Education
(416) 965-1451

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

April, 1983 OP-17

Operating Procedure

TOPIC: EARLY IDENTIFICATION

... CHANGE OF ADMISSION PROCEDURE FOR SENIOR KINDERGARTEN FOR SEPTEMBER, 1983

Page of

To: All Elementary School Principals

AUTHORITY

There have been some questions relative to the delayed entrance procedures of kindergarten pupils for the purpose of Early Identification. Principals and parents are concerned that Senior Kindergarten pupils are not in class until the third week of school.

This matter has been discussed by Academic Council and the Primary Education Department. The following procedures have been approved by Academic Council to be effective September, 1983.

BACKGROUND

Present procedure allows for home visits for Junior Kindergarten pupils and interviews for all Senior Kindergarten pupils. In the past, this procedure could have taken up to two weeks.

CHANGE OF PROCEDURE

JK. procedures should remain the same (all children in regular attendance by Wednesday of the third week of school; this is the maximum amount of time permitted - 10 days).

SK. delayed and gradual enrolment up to 4 days to allow those children who did not attend JK to come for an individual interview with the teacher and the completion of the Social History form. It is expected that all SK pupils will be in attendance by the first day of the second week of school.

The following plan would allow for gradual entry to be completed within five days:

Day I and Day II	- teacher interviews children who did not attend Junior Kindergarten, plus any child who had been identified as being in need of some kind of special help or support (previously registered in Junior Kindergarten).
Day III	- those children who were interviewed on day one and two will attend class.
Day IV	- the new children will attend with one-half of the children with previous JK experience.
Day V	- all children will attend.

Concerns relative to the newly adopted procedures may be directed to B. Howard, Primary Education, 527-5092. Ext. 388.

If difficulty arises with the timeline, please contact the appropriate Area Superintendent.

1997 11 06

Tabled to the November meeting of the Operations and Finance Committee

TO: Operations and Finance Committee

FROM: The Strike Committee

SUBJECT: Options to consider - Teachers to return to work

REPORT: Decision

BACKGROUND

On October 27, 1997, the teaching profession in the province of Ontario commenced illegal strike action against the Provincial Government as a means of protesting Bill 160. Two days into the province-wide strike The Attorney General filed an injunction against the teachers in the Ontario Court (General Division) and that injunction was denied.

The two basic reasons for the denial were:

(1) this issue is in the jurisdiction of the Labour Relations Board.

(2) the Government failed to prove irreparable harm at the time the application was brought forward.

Justice MacPherson indicated that he was sending a clear signal that he viewed the process set out under the School Board and Teachers Collective Negotiations Act as the most appropriate and that the Attorney General's application for an injunction was significantly premature.

ISSUE:

To provide the Trustees with options to consider in trying to get the teachers to return to work.

Page 2.

OPTIONS:

OPTION #	DESCRIPTION	POTENTIAL COST TO THE BOARD IN $'S
1	Send a Letter from the Board to the Teacher Federation Leaders requesting that they direct membership to return to work.	Minimum cost in faxing letters to Union Leaders
2	Send a Registered Letter to each individual Teacher directing them to return to work.	$4.00 per letter x 2,500 teachers = $10,000 for postage and duplication of letters
3	File Board Policy Grievances indicating that teachers and other employees are in breach of the various Collective Agreements.	Potential cost of Arbitration = $5,000 per case that proceeds through Arbitration
4	Application to the Labour Board for a Cease and Desist Order.	Legal Fees and Document Filing = $10,000
5	Injunction to the Courts (**cannot likely proceed with #5 until the Board does #4 first. The Government has already tried this and was not successful.**)	Legal Fees and Document Filing = $15,000

TO: The Chairman and Members of
Operations and Finance Committee
1997 - 11 - 11

FROM: Lucy Veerman, Acting Senior Financial Officer and Treasurer

PREPARED BY: Irene Polidori, Manager, Financial Services

RE: The Board of Education for the City of Hamilton Foundation

REPORT: Information

BACKGROUND

The Board of Education for the City of Hamilton Foundation is a registered charity whose primary purpose is to serve as a means of attracting donations from the community and using these funds to assist in the education of students at The Board of Education for the City of Hamilton.

Since its inception in 1976, it has grown from issuing awards to students at graduations and assemblies to receiving donations to assist in funding school nutrition programs and athletic programs, and purchasing library books, playground equipment and computers. It has grown from cash and investments of $71,600 in 1981 to $490,000 in 1996. Awards to students and schools have increased from $2,100 in 1981 to $84,000 in 1996.

Issue

During the years, the Foundation has received many donations and bequests which have been noted in its annual report. The Directors of the Foundation would like to thank the many individuals, companies and foundations who have given funds to assist our students and we have attached a listing of donations made of $1,000 or more since 1995.

There are two donations we would like to bring to the Trustees' attention. In 1996 the Foundation received a bequest from a former elementary school teacher of the Hamilton Board, Miss Alma Knapman. Miss Knapman retired in 1960 after 37 years with the Board and held various teaching positions within the elementary school system. She enjoyed working with her students and took pride in their accomplishments. The interest earned on her bequest is to be awarded annually in her memory to two Grade 8 students, one boy and one girl, in each of the elementary schools in Hamilton, who have demonstrated the most progress in general proficiency and character development. Her bequest of $113,000 will be enjoyed by our students for many years.

The Directors of the Foundation are pleased to announce that the Foundation has been fortunate to receive another bequest in 1997. This was made by Mr. James V. Guidice of Birmingham, Alabama. The interest earned on his bequest is to be used to fund scholarships for students who graduate from secondary schools in Hamilton. Eligible students must desire to attend university or college, major in the area of Mathematics, Physics, Music or Acting and demonstrate a financial need. His bequest of almost $174,000 will be able assist our students in many years to come.

Recommendation

That this report be received for information.

Appendix A

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON FOUNDATION

The Directors of the Foundation would like to thank the many individuals, companies and foundations who have kindly made donations over the years to The Board of Education for the City of Hamilton Foundation in order to assist the students of The Board of Education for the City of Hamilton.

Individuals, Companies and Foundations who have given $1,000 or more, from January 1995 to October 31, 1997:

1995	The Hamilton Tiger Cats Athletic Trust	$1,000.00
	The Firan Foundation	6,567.96
	The Hamilton Community Foundation	2,800.00
	Friends of the Environment Foundation - Canada Trust	2,700.00
	The McBride Foundation	1,000.00
	Dr. G. R. Gerula	1,300.00
	Levi Strauss & Co. (Canada) Inc.	12,000.00
	Eleanor Johnstone	1,200.00
	Elizabeth Jenkins	3,701.15
	Ontario Social Development Council	7,695.00
	Maryanna Jean	1,000.00
	Doris Forbes	1,300.00
1996	The Hamilton Community Foundation	5,800.00
	C.C. Parker Consultants Limited	2,710.82
	Hotz and Sons Company Inc.	1,000.00
	I. Waxman & Sons Limited	6,000.00
	The Hamilton Tiger Cats Athletic Trust	1,300.00
	The Hamilton Tiger Cats	1,000.00
	Dr. Stuart L. Smith	1,000.00
	Gordon Anderson	5,153.60
	Ontario Social Development Council	6,925.50
	Jacqueline Lindsay	10.500.00
	Beth Hunter	1,000.00
	Peter Palijenko	3,200.00
	Zonta Club of Hamilton I	5,000.00
	Grey Cup 1996 Hamilton Inc.	11,000.00
	Maryanna Jean	1,000.00
	The Estate of Alma Sarah Marguerite Knapman	100,000.00
	Carl Yanch	1,000.00
1997	Joan Lewis	1,000.00
	Sheila Mann	1,000.00
	Dr. Stuart L. Smith	1,000.00
	Paul M. Rehak	1,000.00
	The Stelco War Veterans Association	3,300.00
	The Hamilton Community Foundation	19,100.00
	The Estate of Alma Sarah Marguerite Knapman	13,139.94
	Adachi Holdings Inc.	4,000.00
	The Estate of James V. Guidice	173,869.00

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. A. Kappheim (Chairman), Trustees Bishop and Mulholland, Mesdames Bramberger, Burns, Dalziel, Innes, Kerr Jaskiewicz, Simms-Obidi; Dr. Archer; Messrs. Bucsis and Shields.

Also Present: Ms. S. Dube (Hamilton Secondary School Principals' Council)
Mr. E. Hipkiss (Hamilton Principals' Association)
Ms. L. Schwenger (Hamilton Teachers' Federation)

Officials Present: Miss E. Bond (Superintendent of Program)
Ms. C. Campanella (Interim Project Team Leader - Special Education)

The Committee recommends:

GENERAL

1. That the Director of Education and Secretary send a letter to the local associations and additional members who are not representative of a local association, that are currently on the Special Education Advisory Committee (SEAC), notifying them:

a) of the requirements of Section 206 of the Education Act for representation on the SEAC;

b) that they may name a representative, and if they choose an alternate, both of whom must meet the requirements of Section 206; and

c) that the name of the representative and the name of the alternate are to be submitted in writing to the Office of the Director by 1997 11 15 for approval by the new District School Board on 1997 12 01.

Respectfully submitted

Lower Auditorium
1997 10 16

A. KAPPHEIM
Chairman

Hamilton Board of Education
Education Centre
1997 11 11

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip requests be approved:

i. City-wide Choir Performance (Co-ordinator -Rosedale School), Grades 4 to 11 [National Convention for Canadian Conductors/Teachers - Halifax], 1998 05 14 to 17 (Thursday to Sunday).

ii. Adelaide Hoodless, Grades 6 to 8 [Camping Trip, Camp Wanakita/Haliburton, Ont.], 1998 02 08 to 11 (Sunday to Wednesday).

iii. Adelaide Hoodless, Grades 6 to 8 [Camping Trip, Camp Wanakita/Haliburton, Ont.], 1998 06 07 to 10 (Sunday to Wednesday).

iv. Bennetto/Tweedsmuir, Grade 8 [Camping Trip, Minden, Ont.], 1998 05 05 to 08 (Tuesday to Friday).

v. Tweedsmuir, Grades 6 to 8 [Ski Trip, Mt. St. Louis/Moonstone], 1998 02 25 to 26 (Wednesday to Thursday).

vi. Sir Allan MacNab/Westdale, Grades 11 to OAC [Geography/History/Art Trip - Austria], 1998 03 11 to 23 (Wednesday/Sunday).

vii. Westdale, Grades 11 to OAC [Basketball Tournament, Montreal, Que.], 1997 12 17 to 21 (Wednesday to Sunday).

viii. Westdale, Grades 9 to OAC [Ski trip - Collingwood, Ont.], 1998 02 06 (Friday).

ix. Westdale, Hill Park, Westmount, Grades 9 to OAC [Ski trips - Blue Mountain, Collingwood, Ont. **or** Holiday Valley Ski Resort - Ellicottville, USA], 1997 12 12, 1998 01 27, 1998 02 20 and 1998 03 27 (Tuesday/Friday).

x. Westdale, Hill Park, Westmount, Grades 9 to OAC (Ski trip - Kissing Bridge, New York, U.S.A.], 1998 03 06 (Friday).

xi. OFSAA Championships, Grades 9 to OAC:

a. Boys' Volleyball "AA" [Windsor, Ont.], 1997 11 21 to 22 (Friday to Saturday)
b. Boys' Volleyball "AAA" [Windsor, Ont.], 1997 11 21 to 22 (Friday to Saturday)
c. Girls' Basketball "AA" [Cornwall, Ont.], 1997 11 27 to 29 (Thursday to Saturday)
d. Girsls' Basketball "AAA" [London, Ont.], 1997 12 5 to 6 (Friday to Saturday)
e. Cross Country Skiing [Duntroon, Ont.], February 1998 [date to be determined]
f. Cross Country Skiing [Haliburton, Ont.], 1998 02 23 to 24 (Monday to Tuesday)
g. Girls' Volleyball "AA" [Chatham, Ont.], 1998 03 11 to 12 (Wednesday to Thursday)
h. Girls' Volleyball "AAA" [Thornhill, Ont.], 1998 03 11 to 12 (Wednesday to Thursday)
i. Boys' Basketball "AA" [Peterborough, Ont.], 1998 03 11 to 13 (Wednesday to Friday)
j. Boys' Basketball "AAA" [Agincourt, Ont.], 1998 03 11 to 13 (Wednesday to Friday)
k. Boys' Hockey [Etobicoke, Ont.], 1998 03 25 to 28 (Wednesday to Saturday)
l. Badminton [Downsview, Ont.], 1998 05 07 to 09 (Thursday to Saturday)
m. Boys' Soccer "AA" [Alexandria, Ont.], 1998 06 04 to 06 (Thursday to Saturday)

n. Girls' Soccer "AA" [Pembroke, Ont.], 1998 06 04 to 06 (Thursday to Saturday)
o. Girls' Soccer "AAA" [Windsor, Ont.], 1998 06 04 to 06 (Thursday to Saturday)
p. Track and Field [Sudbury, Ont.], 1998 04 04 to 06 (Thursday to Saturday)
q. Baseball - Regionals [venue to be determined], 1998 06 05 to 07 (Friday to Sunday)
r. Baseball [Toronto, Ont.], June 1998 [date to be determined]

Respectfully submitted,

M. Matier
Interim Director of Education
and Secretary

rt

1997 11 11

To: The Chairman and Members
Operations and Finance Committee

From: Merv Matier, Interim Director of Education and Secretary

Re: SURVEY OF HEALTH BEHAVIOURS IN SCHOOL-AGED CHILDREN A CROSS-NATIONAL STUDY - QUEEN'S UNIVERSITY

Report: Decision

BACKGROUND
This study, the sixth international survey on the health status of young people, is being conducted under the auspices of the World Health Organization. This year, twenty-eight countries, including Canada, have been invited to participate.

The Canadian part of the study is sponsored by Health Canada and is being conducted by the research team at Queen's University. Their aim is to survey 1500 students in each of Grades 6, 7, 8, 9 and 10 across Canada. The enclosed Summary will give you further details.

The Hamilton Board of Education has been selected through a systematic sampling procedure and we have been asked for permission to survey one class in each grade for the following schools:

- Adelaide Hoodless, Grades 6-7-8
- Scott Park Secondary School, Grades 9-10

ISSUE
To obtain Board support for participation in the study.

RECOMMENDATION
That the request to include our students in a research study sponsored by Health Canada and conducted by Queen's University regarding Health Behaviours in School-Aged Children be granted, provided that the involvement of students is voluntary and with parental consent.

RATIONALE
The findings of this survey will increase understanding about the health behaviours of young people and be available to promote good health practices among youth.

Parental permission will be sought in advance and participation by the students will be voluntary.

A Canadian report of the results will be produced by September, 1999; however, a summary of the findings will be forwarded to us by September, 1998.

Enclosures:
- Appendix A - Summary
- Appendix B - Letter to Parents/Guardians
- Appendix C - Survey - 1997

APPENDIX A

Health Behaviour in School-Aged Children: A Cross-National Study (HBSC)

Summary

The purpose of the **Health Behaviour in School-Aged Children (HBSC)** survey is to determine the current status of health, health behaviours and attitudes of young people in order to influence the development of effective policies and programs. The study sponsored by the World Health Organization (WHO), has grown dramatically over the past 15 years both in the number of participating countries and impact on health policy. Canada has again been invited to participate in the 1997-98 survey, which will involve 28 countries.

SPEG at Queen's University conducted the previous two surveys; the first resulted in the publication of ***The Health of Canada's Youth*** (King and Coles, 1992), and the second in the international publication, ***The Health of Youth: A Cross-National Survey*** (King, Wold, Smith and Harel, 1996).

The conceptual framework for the design of the survey has two main social science perspectives. First is the developmental perspective--the fact that three age groups (11, 13 and 15 year olds) are selected to examine changes that occur in health behaviours and attitudes from the onset of puberty to the middle of adolescence. Second, the framework incorporates health determinants which may shape or influence the outcomes (e.g., smoking, alcohol use, physical activity, psychosocial states such as happiness and loneliness and physical problems such as headaches).

The data will be collected from a sample of at least 1500 students in each of the age groups of 11, 13 and 15 year olds found in Grades 6 to 10, respectively.

The questionnaire consists of a number of core items, mandatory for each participating country. They are divided into the following topics: (1) Social and Demographics (country; age, grade and gender; household composition; and SES); (2) Social Settings (peers; school experience; and family); (3) Psychological Predispositions (self-confidence items; body image; and social competence); (4) Health Behaviours (health risk behaviours, such as smoking; and health-enhancing behaviours, such as physical and leisure activities); and, (5) Health and Well Being (subjective health; quality of life; mental health; somatic health or physical ailments and medications; and injuries). Also included on the Canadian questionnaire will be items on self-esteem, parent relationships (a scale), drug use, and rights. There will be two versions of the questionnaire, one for Grades 6 and 7 and the other for Grades 8-10.

Teachers will be asked to administer the questionnaires in the classes selected in the sample. Teachers who agree to participate will follow explicit instructions in carrying out this efficient, cost-saving method of collecting the survey data. When they have completed their questionnaire, students will be asked to place it in an envelope, and seal it without identifying themselves.

As in the previous surveys, the 1997-98 survey will enable changes to be recorded and new insights to be gained about the status of youths' health attitudes and behaviours, and increase Canadian and international understanding about the health and lifestyles of young people will be increased. The information will continue to be used to influence the development of health promotion and health education programs.

Social Program Evaluation Group
Queen's University
Kingston, ON K7L 3N6
Tel: (613) 545-6255
FAX: (613) 545-2556
spegmail@educ.queensu.ca

APPENDIX B

SOCIAL PROGRAM EVALUATION GROUP

Duncan McArthur Hall
Queen's University
Kingston, Canada K7L 3N6
Tel 613 545-6255
Fax 613 545-2556
warrenw@educ.queensu.ca

MEMO TO: Parents/Guardians

RE: **A Survey of Health Behaviour in Canadian School-Aged Children: A Cross-National Study**

DATE: October, 1997

Canada will be participating in a World Health Organization (WHO) cross-national study of health behaviour. The study has been funded by Health Canada, and is being done by a group of researchers at Queen's University. The purpose of the study is to increase understanding about the health attitudes, behaviours and lifestyles of young people across Canada and in many other countries.

This school has been selected to be part of the study. The School Board's Research Committee and the principal have approved the study.

In November, teachers will ask students in their class to complete a questionnaire. The teacher will schedule it when it will cause as little disruption in the daily routine as possible. We would like your permission to ask your son/daughter to participate. The questionnaire will take about 30 minutes to do. The students' participation is voluntary. They will be able to stop at any time. They will not sign the questionnaire and when it is completed they will place it in an envelope and seal it themselves; therefore, their responses will remain anonymous.

The topics of the questions that students will be asked to answer are:

- attitude toward school
- safety
- bullying
- dental habits
- school experience
- physical activity
- health risk behaviours
- stress
- relationships
- leisure activities
- nutrition
- injuries
- self-esteem
- wellness

Would you please complete the permission slip attached to inform us of your decision. Please have your daughter/son return it to the school.

Thank you for your cooperation. If you have questions, please do not hesitate to contact us.

Sincerely,

Alan King
Principal Investigator
Tel: (613) 545-6255

Wendy Warren
Project Director
warrenw@educ.queensu.ca

parmem.ssb/WHO#2/Sep18'97

PARENT CONSENT FORM

I have read and understood the request for my son/daughter to participate in the **Survey of Health Behaviour in Canadian School-Aged Children: A Multi-National Study**. I have discussed it with my son/daughter and...

_____ I give permission for my son/daughter to participate.

_____ I do not give permission for my son/daughter to participate.

Name of Student: *(please print)* _____ Date: _____

Name of Parent/Guardian: *(please print)* _____

Signature of Parent/Guardian: _____

Please have your son or daughter return this form tomorrow to the teacher who gave it to him/her. *Thank you.*

parconsen.sca/WHO#2/Sep17'97

APPENDIX C

"Penultimate Draft Sep 16/97"

[Please note: This questionnaire has been pilot tested. There may be minor changes in the final version.]

SURVEY OF HEALTH BEHAVIOURS

A MULTI-NATIONAL STUDY

1997

Social Program Evaluation Group
Queen's University at Kingston

Sponsored by Health Canada for the World Health Organization

TO THE STUDENT:

Canada is one of 28 countries involved in this health survey for Health Canada on behalf of the World Health Organization. The study is being done so that there will be more understanding about what students your age think and how they behave towards their health. Students in Grades 6, 7, 8, 9 and 10 are participating.

You are asked to complete all of the following questions; while you are working on the questions, please do not discuss them. Do **not** sign the questionnaire. When you have finished, place it in the brown envelope and seal the envelope. Your answers will remain anonymous and confidential.

Your participation in this survey is completely voluntary; if you do not wish to participate, please return the blank questionnaire to your teacher immediately.

Thank you for taking part in this important study.

Social Program Evaluation Group
at Queen's University for
Health Canada
(613) 954-8862

September, 1997

WORLD HEALTH ORGANIZATION CANADIAN SURVEY

GRADE 8

Today's Date: _____

Please read each question carefully. Answer each question by choosing a number from the **KEY** and writing it in the box(es) beside the question. (For some questions you will write in the space provided.)

1. Are you male or female?

KEY
1 = Male
2 = Female

☐

2. a. In what month were you born? ☐☐

   b. In what year were you born? ☐☐

3. What Grade are you in? ☐☐

4. **What is your father's job?** Please write down exactly what he does (for example, teacher, car mechanic, homemaker, truck driver, dentist, farmer). If you do not know please do not write any thing.

   _____

5. **What is your mother's job?** Please write down exactly what she does (for example, medical doctor, homemaker, factory worker, secretary, taxi driver, store clerk). If you do not know please do not write anything.

   _____

6. What do you think you will be doing when you finish high school?

KEY
1 = University
2 = Community College
3 = CEGEP - Pre-university Program
4 = CEGEP - Professional Program
5 = Technical or Business College
6 = Apprenticeship
7 = Job/Working
8 = Armed Forces
9 = Unemployed
10 = Uncertain
11 = Other

7. In your opinion, what do your teachers think about your work in school?

KEY
1 = Very good
2 = Good
3 = Average
4 = Below average

8. How do you feel about school at present?

KEY
1 = I like it a lot
2 = I like it a little
3 = I don't like it very much
4 = I don't like it at all

9. About how much money do you usually have to spend on yourself each week? (This includes allowance and money you earn yourself--round to the nearest dollar.)

_____

10. Have you **ever smoked** tobacco? (At least one cigarette, cigar, or pipe.)

KEY
1 = Yes
2 = No

11. **How often** do you smoke tobacco at present?

KEY
0 = Do not smoke
1 = Every day
2 = At least once a week, but not every day
3 = Less than once a week

12. If you smoke, **how many** cigarettes do you smoke in a week? Place the number in the box to the right.

13. How old were you when you started smoking daily (daily means smoking one or more cigarettes most days). Put a '0' in the box if you do not smoke daily.

14. Have you **ever tasted** an alcoholic drink such as beer, wine or liquor?

KEY
1 = Yes
2 = No

15. At present, **how often** do you drink anything alcoholic such as beer, wine or liquor? Include even those times when you only drink a small amount. Using the **KEY** below, place the number of your answer in the box beside each type of alcohol.

KEY
0 = never
1 = Every day
2 = Every week
3 = Every month
4 = Less than once a month

a. Beer

b. Wine

c. Liquor

16. Have you **ever had so much alcohol** that you were really drunk?

KEY
0 = No, never
1 = Yes, once
2 = Yes, 2-3 times
3 = Yes, 4-10 times
4 = Yes, more than 10 times

17. **Outside school hours:** in your free time **how often** do you exercise so that you get out of breath or sweat?

KEY
0 = Never
1 = Every day
2 = 4-6 times a week
3 = 2-3 times a week
4 = Once a week
5 = Once a month
6 = Less than once a month

18. **Outside school hours:** in your free time **how many hours a week** do you usually exercise so that you get out of breath or sweat?

KEY
0 = None
1 = About a half hour a week
2 = About 1 hour a week
3 = About 2-3 hours a week
4 = About 4-6 hours a week
5 = 7 hours or more a week

19. **How often** do you brush your teeth?

KEY
0 = Never
1 = More than once a day
2 = Once a day
3 = At least once a week, but not every day
4 = Less than once a week

20. **How often** do you use dental floss?

KEY
0 = Seldom or never
1 = Most days
2 = At least once a week

21. Are you on a diet to lose weight?

KEY
1 = No, because my weight is fine
2 = No, but I do need to lose weight
3 = Yes

22. **How often** do you drink or eat any of the following?

KEY
0 = Never
1 = More than once a day
2 = Once a day
3 = At least once a week, but not every day
4 = Seldom

a. Coffee

b. Fruit

c. Soft drinks such as colas or other drinks with sugar

d. Candy/chocolate bars

e. Cakes or pastries

f. Raw vegetables

g. Cooked vegetables

h. Potato chips

i. French fries

j. Hamburgers or hot dogs

k. Whole wheat or rye bread

l. Low fat milk (2% or skim)

m. Whole milk (homogenized/full fat)

23. How often do you eat breakfast (at least juice and toast or cereal)?

KEY
1 = Hardley ever/never
2 = Once a week
3 = 2 to 3 days a week
4 = 4 to 6 days a week
5 = Every day

24. **How often** do you use a seat belt when you ride in a car?

KEY
0 = Seldom or never
1 = Always
2 = Often
3 = Sometimes
4 = Usually there is not seat belt where I sit
5 = Never travel by car

25. **How often** do you wear a helmet when you ride your bicycle?

KEY
0 = Never
1 = Always
2 = Often
3 = Sometimes
4 = I do not ride a bicycle

26. How healthy do you think you are?

KEY
1 = Very healthy
2 = Quite healthy
3 = Not very healthy

27. In general, how do you feel about your life?

KEY
1 = Very happy
2 = Quite happy
3 = Not very happy
4 = Not happy at all

28. Do you ever feel lonely?

KEY
1 = Yes, very often
2 = Yes, quite often
3 = Yes, sometimes
4 = No

42. (cont'd)

KEY
1 = Yes
2 = No
3 = Don't know

j. My parent(s) trust me. ☐

k. I need to lose weight. ☐

l. I have a lot of arguments with my parent(s). ☐

m. I need to gain weight. ☐

n. There are times when I would like to leave home. ☐

o. I often have a hard time saying "no". ☐

p. What my parent(s) think of me is important. ☐

Many young people get hurt or injured at places such as the street, at home, playing sports, or during a fight with others. Injuries can also include being pooisoned or burned. They do not include diseases such as measles, the flu, or chicken pox. The following questions are about injuries you may have had during the past 12 months.

43. During the past 12 months, how many times were you injured, and had to be treated by a **doctor or nurse**? ☐

KEY
0 = I was not treated by a doctor or nurse for an injury
1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 or more times

If you did not have an injury in the past 12 months that was treated by a doctor or nurse, please go to question number 51 (skip 7 questions).

If you did have an injury in the past twelve months that was treated by a doctor or nurse, please answer the next 7 questions. Think only about the one most serious injury that you had during the past 12 months that was treated by a doctor or nurse. (If you had more than one injury treated by a doctor or nurse, the most serious injury is the one injury that took the most time to get better.)

44. Where were you when this injury happened?

KEY
1 = At home (yours or someone else's)
2 = At school (including school grounds)
3 = At a sports facility or field (not at school)
4 = In the street/road
5 = At another location: Write it here _____

45. At the time of the injury (a) what were you doing, and (b) how did it happen? Please fill in beside (a) and (b) below.

Example 1: (a) I was riding a bicycle, and (b) I was hit by a car.
Example 2: (a) I was running down the streeet, and (b) I tripped.
Example 3: (a) I was playing ice hockey, and (b) I was hit with a stick.

(a) _____, and

(b) _____

46. Did this injury happen while participating in an organized activity or league?

KEY
1 = Yes
2 = No

47. Did this injury cause you to miss at least **one full day** of school or other usual activities?

KEY
1 = Yes
2 = No

If "Yes", how many days did you miss?

48. Did any of the following happen as a result of this one most serious injury? Answer "yes" or "no" for each.

KEY
1 = Yes
2 = No

1. Had a cast put on ☐
2. Got stitches ☐
3. Needed crutches or a wheel chair ☐
4. Had an operation ☐
5. Stayed in a hospital overnight ☐

49. What were the results of this one most serious injury? Answer "yes" or "no" for each.

KEY
1 = Yes
2 = No

1. Bone was broken, dislocated or out of joint ☐
2. Sprain, strain, or pulled muscle ☐
3. Cuts, puncture or stab wounds ☐
4. Concussion or other head or neck injury, knocked out, whiplash ☐
5. Bruises, black and blue marks, or internal bleeding ☐
6. Burns ☐
7. Other: Please write it here _____ ☐

50. In which month did this injury happen? CIRCLE ONE MONTH

January	May	September
February	June	October
March	July	November
April	August	December

51. Some injuries are not treated by a **doctor or nurse**. During the past 12 months, how many times were you injured so that you missed one full day of school or other usual activities, but were not treated by a doctor or nurse?

KEY
0 = None
1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 or more times

52. Please read each statement about your school carefully. For each statement choose the response from the **KEY** that you think best describes your school.

KEY
1 = Strongly agree
2 = Agree
3 = Neither agree nor disagree
4 = Disagree
5 = Strongly disagree

a. In our school the students take part in making the rules.

b. The students are treated too severely/strictly in this school.

c. Our school is a nice place to be.

d. I feel I belong in this school.

53. Please read carefully each statement about your teachers. For each statement choose the response from the **KEY** that you think best describes your teachers. If you have only one teacher, think of this person when you answer the questions.

KEY
1 = Strongly agree
2 = Agree
3 = Neither agree nor disagree
4 = Disagree
5 = Strongly disagree

a. My teachers encourage me to express my own views in class.

b. My teachers treat me fairly.

c. When I need extra help, I can get it.

d. My teachers show an interest in me as a person.

e. My teachers expect too much of me at school.

54. How often do you think school is boring?

KEY
1 = Very often
2 = Often
3 = Sometimes
4 = Rarely
5 = Never

55. Please read carefully each statement about the students in your class(es). For each statement choose the response from the **KEY** that you think best describes the students.

KEY
0 = Never
1 = Rarely
2 = Sometimes
3 = Often
4 = Always

a. The students in my class(es) enjoy being together.

b. Most of the students in my class(es) are kind and helpful.

c. Other students accept me as I am.

Below are some questions about bullying. A person is **being bullied** when another person, or a group of people, says or does nasty and unpleasant things to him/her. It is also **bullying** when one is teased repeatedly in a way he/she doesn't like. It is **not bullying** when two students about the same strength quarrel or fight. For the next two questions, choose the response from the **KEY** that is right for you.

56. Have you been bullied in school **this term**?

KEY
0 = I have not been bullied at school this term
1 = Yes, once or twice
2 = Yes, sometimes
3 = Yes, about once a week
4 = Yes, several times a week

57. Have you taken part in bullying other students in school **this term**?

KEY
0 = I have not bullied others at school this term
1 = Yes, once or twice
2 = Yes, sometimes
3 = Yes, about once a week
4 = Yes, several times a week

58. How often in this term has someone bullied you in the ways listed below? For each of the six questions choose a response from the **KEY**.

KEY
0 = I have not been bullied in this way this term
1 = Once or twice
2 = About once a week
3 = More than once a week

a. Made fun of you because of your religion or race.

b. Made fun of you because of the way you look or talk.

c. Hit, slapped, or pushed you.

d. Threatened you.

e. Spread rumours or mean lies about you.

f. Made sexual jokes, comments or gestures to you.

59. If you have been bullied in this term, who **usually** bullies you?

KEY
0 = I have not been bullied this term
1 = One boy
2 = One girl
3 = A group of boys
4 = A group of girls
5 = A group of boys and girls

60. **How often has it happened this term** that other students do not want to spend time with you at school and you end up being alone?

KEY
0 = It hasn't happened this term
1 = Once or twice
2 = Sometimes
3 = About once a week
4 = Several times a week

61. How many days did you skip classes or school this term?

KEY
0 = 0 days
1 = 1 day
2 = 2 days
3 = 3 days
4 = 4 or more days

62. For each statement below choose the response from the **KEY** that you think best describes your parents. If your mother and father live in different places, answer for the parent with whom you live most of the time.

KEY
0 = Never
1 = Rarely
2 = Sometimes
3 = Often
4 = Always

a. If I have problems at school, my parents are ready to help me.

b. My parents are willing to come to the school to talk to teachers.

c. My parents encourage me to do well at school.

63. Do you feel safe at school?

KEY
1 = Always
2 = Often
3 = Sometimes
4 = Rarely
5 = Never

64. Do you agree or disagree that your parents expect too much of you at school?

KEY
1 = Strongly agree
2 = Agree
3 = Neither agree nor disagree
4 = Disagree
5 = Strongly disagree

65. **How much** pressure do you feel because of the work you have to do at school?

KEY
0 = None
1 = A little
2 = Some
3 = A lot

66. **How easy** is it for you to talk to the following persons about things that really bother you?

KEY
1 = Very easy
2 = Easy
3 = Difficult
4 = Very difficult
5 = Don't have or see this person

a. Father

b. Mother

c. Older brother(s)

d. Older sister(s)

e. Friend(s) of the same sex

f. Friend(s) of the opposite sex

67. At present, how many **close** friends do you have?

KEY
0 = None
1 = One
2 = Two
3 = More than two

68. **How often** do you spend time with friends right after school?

KEY
1 = 4-5 days a week
2 = 2-3 days a week
3 = Once a week or less
4 = Have no friends at the moment

69. **How many** evenings per week do you usually spend **away from home** with your friends? Put a number from 0 to 7 in the box.

70. Is there anything about your body you would like to change?

KEY
1 = Yes
2 = No

71. Do you think your body is:

KEY
1 = Much too thin
2 = A bit too thin
3 = About the right size
4 = A bit too fat
5 = Much too fat
6 = I don't think about it

72. Do you think you are:

KEY
1 = Very good looking
2 = Quite good looking
3 = About average
4 = Not very good looking
5 = Not at all good looking
6 = I don't think about my looks

73. Have you ever felt like you were being left out of things?

KEY
0 = Never
1 = Rarely
2 = Sometimes
3 = Often
4 = Always

74. Is it easy or difficult for you to make new friends?

KEY
1 = Very easy
2 = Easy
3 = Difficult
4 = Very difficult

75. Do you ever feel helpless?

KEY
0 = Never
1 = Rarely
2 = Sometimes
3 = Often
4 = Always

76. Do you feel confident in yourself?

KEY
0 = Never
1 = Rarely
2 = Sometimes
3 = Often
4 = Always

77. How often have you taken any of the following drugs?

KEY
0 = Never
1 = Once or twice
2 = Three times or more

a. Hashish/marijuana (e.g., hash, grass)

b. Solvents (e.g., glue sniffing)

c. Cocaine (e.g., crack)

d. Heroin/opium/morphine

e. Amphetamines (e.g., uppers, speed)

f. LSD (e.g., acid)

g. E or Ecstasy

h. Medical drugs to get stoned (e.g., tranquilizers such as valium or sedatives such as seconal)

i. Anabolic steroids to change the way you look or improve athletic performance.

78. Read the following statements carefully. Choose a number from the **KEY** below to indicate about how many of your friends for whom each statement is true.

KEY
1 = All
2 = Most
3 = Some
4 = A few
5 = None

a. My friends smoke cigarettes. ☐

b. My friends like school. ☐

c. My friends think getting good marks at school is important. ☐

d. My friends get along with their parents. ☐

e. My friends carry weapons, like knives. ☐

f. My friends use drugs to get stoned. ☐

g. My friends have been drunk ☐

h. My friends play for sports teams. ☐

THANK YOU FOR TAKING PART IN THIS SURVEY.

To: The Chairman and Members
Operations and Finance Committee

From: Merv Matier, Interim Director of Education and Secretary

Re: COMPARATIVE STUDY OF EATING ATTITUDES, BEHAVIOURS AND DISORDERS IN YOUNG WOMEN WITH AND WITHOUT TYPE I DIABETES - CHILDREN'S HOSPITAL OF EASTERN ONTARIO

Report: Decision

BACKGROUND

This multicenter study, taking place in Toronto, Ottawa and Hamilton children's hospitals and proposed school boards, has received high amounts of interest and praise due to the medical, educational and clinical implications. Since the study involves both a large diabetic population and non-diabetic population, analysis and interpretation of the data both comparatively and individually is possible.

The goal is to recruit approximately 300 females with diabetes from Toronto and Hamilton children's hospitals; therefore, a minimum of 1000 females from the Hamilton and Toronto and area school population (Grades 7-OAC) will need to be recruited. The other boards of education in this area who have been approached are the Toronto, Metro Separate, Etobicoke, East York and York Boards of Education. All have agreed to participate.

Parental permission will be sought in advance and participation by the students will be voluntary.

ISSUE

To obtain Board support for participation in the study.

RECOMMENDATION

That the request to include our students in a research study sponsored by the Children's Hospital of Eastern Ontario regarding A Comparative Study of Eating Attitudes, Behaviours and Disorders in Young Women with and without Type I Diabetes be granted, provided that the involvement of students is voluntary and with parental consent.

RATIONALE

In terms of relevance and benefit to participating school boards, this study will provide:

1. Information regarding eating disorders and behaviours and the prevalence of eating disorders within (a) the total study population, (b) the Hamilton population and (c) at the individual school level.
2. Information gained from this study will assist in the development of appropriate prevention, education and treatment for young women.
3. Female students at participating schools will be introduced to the field of research and the basics of how a research study is conducted. In addition, information regarding diabetes will be presented. This information will be presented by two women who work in the medical/sciences field and who can serve as role models for these young women.
4. Those women who participate in the study and who meet the criteria for an eating disorder, will be provided with a referral and access to appropriate treatment programs.

Enclosures:

- Appendix A - Abstract
- Appendix B - Information to Parents/Guardians
- Appendix C - Questionnaire

APPENDIX A

Abstract

Body dissatisfaction and dieting have become increasingly common in young women in Western countries, and are often associated with a cycle of binge-eating, further dietary restriction, and purging behaviors. In females with insulin-dependent diabetes mellitus (IDDM), this cycle may be amplified or triggered due to certain aspects of IDDM and its management which include (1) standard dietary counseling empasizes restraint which interferes with dietary self-regulation, and (2) weight gain related to insulin treatment. In addition, individuals with IDDM quickly discover that they can avoid weight gain or promote weight loss by underdosing or omitting their prescribed insulin dose. Both clinical and subthreshold eating disturbances, togeather with insulin omission, have been found to be relatively common in young women with IDDM and result in impaired metabolic control and an increased risk of diabetes-related complications.

The question of whether there is an increased frequency of clinical and subthreshold eating disorders in young women with IDDM remains highly controversial and unresolved. Some studies suggest a higher prevalence of eating disturbances in females with IDDM, while others do not. These studies have been difficult to interpret because of methodological flaws in their design including, the use of relatively small sample sizes of females with IDDM in the age at risk for eating disorders, unsuitable measurement tools, exclusion of structured diagnostic interviews, and failure to include a matched control group. Demonstration of an increased risk of eating disorders in individuals with IDDM would support the contributing role of diabetes and diabetes treatment in the genesis or onset of eating disturbances.

We propose a cross-sectional study to examine the prevalence of both clinical and subthreshold eating disorders in adolescent females, with and without IDDM, while addressing the methodological concerns of previous studies. Methodological improvements in this study, compared to previous research include the use of a large three-site sample of females with IDDM in the peak age of risk for eating disorders, a large matched community control group, and use of valid and reliable screening measures, and the use of a structured diagnostic interview to establish eating disorder diagnoses. The diabetes cohort will be further evaluated using retrospective chart review to determine the relationship between potential risk factors and the subsequent development of an eating disorder.

Appendix 6 - Consent form - CHEO subjects

Children's Hospital of Eastern Ontario
Hôpital pour enfants de l'est de l'Ontario
401 SMYTH, OTTAWA ONT K1H 8L1 TELEPHONE (613) 737-7600

A Comparative Study of Eating Attitudes and Behaviours in Young Women with and without Insulin Dependent Diabetes Mellitus

We are conducting a study of eating attitudes and behaviours amongst teenaged girls with and without diabetes. The study is open to all females, 12-18 years of age, with insulin-dependent diabetes mellitus for more than 1 year who attend the diabetes clinic at the Children's Hospital of Eastern Ontario. Adolescent females without diabetes are also being recruited from various local high schools and junior high schools.

If you/your child agree(s) to participate in this study, you/she will be asked to complete a confidential questionnaire about eating attitudes and behaviours. It will take approximately 20 minutes to complete the questionnaire. After we review the questionnaire, there is a 50% chance that we will ask you to return to the hospital at a time convenient for you to complete a confidential interview about your eating attitudes and behaviours. This will take approximately one hour. There are no known risks or adverse effects from completing the questionnaire or interview. No extra clinic visits will be required. However, when blood is drawn during this clinic visit for the test ordered by your doctor (Hemoglobin A1c or "average blood sugar"), we will draw an additional 500 microliters of blood using the same finger prick if possible. This is approximately two drops of blood. If you participate in the study, our research assistant will also review your medical chart to obtain information about your diagnosis of diabetes, metabolic control, height and weight.

The knowledge we gain from completing this study may not directly benefit you. However, it will tell us whether young women with diabetes have different or similar eating attitudes and behaviours compared to their nondiabetic peers. This information will help us provide better diabetes care for children and adolescents with diabetes.

All information gathered in this study will be kept completely confidential and will not be discussed with your doctor or parents without your written consent. If in the course of this study, we determine that you/your child has a health problem, you/she will be offered referral to a health professional for treatment of the specific health problem. However, referral and/or treatment may be refused. In any case, the information will be kept confidential. If you/your child refuse to participate, this will in no way affect your/her future care at either hospital.

This study is being conducted by Dr. Margaret Lawson (613-737-2411), Ms. Jennifer Jones (416-340-4828), and Dr. Susan Bennett (613-738-3626). If you have any questions, please do not hesitate to call.

I give permission to allow myself/my child to be enrolled in this study. I have had this study and the consent form explained to me. I have been assured that personal records related to this study will be kept confidential. I understand that I am free to withdraw myself/my child from this study at any time. I further understand that if the study is not undertaken or if it is discontinued at any time, the quality of medical care will not be affected. I understand that if any knowledge gained from this study becomes available that could influence my decision to continue in this study, I will be promptly informed.

Name of child	Signature of child	
Name of Parent	Signature of parent (of child < 16 years of age)	Date
Name of Witness	Signature of witness	Date

I have explained this study to the person authorized to sign above and I am satisfied that it is understood.

Name of the investigator	Signature of the investigator	Date

Consent form - nondiabetic subjects

Children's Hospital of Eastern Ontario
Hôpital pour enfants de l'est de l'Ontario
401 SMYTH, OTTAWA ONT K1H 8L1 TELEPHONE (613) 737-7600

Fall. 1996

CONSENT FORM

This project has been approved by the Ottawa-Carleton Research Advisory Committee and by the principal of the school.

A Comparative Study of Eating Attitudes and Behaviours in Young Women with and without Insulin Dependent Diabetes Mellitus

We are doing a study of eating attitudes and behaviours amongst teenaged girls with and without diabetes. The study is open to females. 12-18 years of age. Adolescent females with diabetes are being recruited from the Diabetes Clinics at CHEO and The Hospital for Sick Children in Toronto. We are recruiting adolescent females without diabetes from various local high schools and junior high schools in Ottawa and Toronto.

If you agree to participate in this study, your child will be asked to complete a confidential questionnaire about eating attitudes and behaviours. It will take approximately 20 minutes to complete. After we review the questionnaire, some of the students will be asked to take part in a confidential interview about their eating attitudes and behaviours with the researcher. This will take approximately one hour. There are no known risks or adverse effects from completing the questionnaire or interview. The questionnaire and interview will be conducted at your child's school. The timing will be discussed with the school principal in order to minimize interference with the daily routine. Participation is completely voluntary. Your child may withdraw from the study at any time. We also request that you answer the 5 questions enclosed in order to assist us with our research.

The knowledge we gain from completing this study will tell us whether young women with diabetes have different or similar eating attitudes and behaviours compared to their nondiabetic peers. This information will help us provide better diabetes care for children and adolescents with diabetes. We will also be able to determine the frequency of abnormal eating attitudes and behaviours among teenage girls in the general population and this will assist us and others to direct health education accordingly.

All information gathered in this study will be kept confidential and will not be discussed with your child's doctor. teachers or school officials without written consent. Information related to this study will not appear in any school record. nor will school records be examined. If health problems become evident during the study. the research physician will contact you directly and offer your child a referral for treatment. If your child refuses referral and treatment. this will in no way affect her future care at CHEO.

.....2

- 2 -

Your cooperation would be greatly appreciated in helping to make our research a success.

This study is being coordinated in Ottawa by Dr. Margaret Lawson (613-737-2411), Ms. Jennifer Jones (416-340-4828), and Dr. Susan Bennett (613-738-3626). If you have any questions, please do not hesitate to call.

Dr. M. Lawson

Ms. Jennifer Jones

Dr. S. Bennett

Children's Hospital of Eastern Ontario
Hôpital pour enfants de l'est de l'Ontario
401 SMYTH, OTTAWA ONT K1H 8L1 TELEPHONE (613) 737-7600

Fall, 1996

CONSENT FORM

The information collected is confidential and protected under the Municipal Freedom of Information and Protection of Privacy Act, 1989.

I have read and understood the request for my daughter to participate in the study, A Comparative Study of Eating Attitudes and Behaviours in Young Women with and without Insulin Dependent Diabetes Mellitus. I have discussed it with my daughter and —

_____ I give permission for my daughter to participate.

_____ I do not give permission for my daughter to participate.

Name of Student: (please print) **Signature of Student:** **Date:**

_____ _____

Name of Parent/Guardian (please print) **Signature of Parent/Guardian** **Date:**

_____ _____

Please give this completed form, with the accompanying questionnaire, to your daughter who will return them to the researchers at her school.

Children's Hospital of Eastern Ontario
Hôpital pour enfants de l'est de l'Ontario
401 SMYTH, OTTAWA, ONT. K1H 8L1 TELEPHONE (613) 737-7600

Dear Dr._____

Your patient _____ has consented to participation in a study evaluating eating attitudes and behaviours in adolescent females with and without insulin-dependent diabetes mellitus.

The study is being conducted in the Diabetes Clinic at CHEO during regularly scheduled appointments. It requires the completion of a series of questionnaires regarding eating attitudes and behaviours as well as the collection of 500 ul of blood for determination of Hemoglobin A1c. Approximately half of the partipicants will also be asked to complete a diagnostic interview assessing eating attitudes and behaviours. All responses and information provided through the questionnaires and interviews will be kept completely confidential.

If you have any questions or concerns, please do not hesitate to contact me (613-737-2411).

Sincerely,

Dr. Margaret Lawson
Pediatric Endocrinologist
Principal Investigator

DIRECTIONS: (To be completed by parent/guardian)

We are conducting this study in order to further understand the risk factors and prevalence of eating disturbances in young women. We are asking all parents/guardians to help by providing us with demographic information so that we may have a clear understanding of who has taken part in this study. We would appreciate if you would complete the following questions and return them with the attached consent form with your daughter. **If you do not wish to answer any questions, please leave it blank. PLEASE BE ADVISED THAT ALL ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL.**

---

1. What is the highest level of education that you have completed?
(Please check ONE box in each column)

	mother/ guardian	father/ guardian
1. Less than eighth grade	☐	☐
2. Junior high school (grade 9)	☐	☐
3. Some high school (grade 10 or 11)	☐	☐
4. High school graduate (grade 12 or 13)	☐	☐
5. One or two years of college, university, or specialized training	☐	☐
6. University graduate (bachelor's degree)	☐	☐
7. Graduate training (e.g.. M.D., M.B.A., M.A.)	☐	☐

2. What is your present employment status? *(Please check all relevant boxes)*

	mother/ guardian	Since when	father/ guardian	Since when
1. Unemployed due to illness	☐		☐	
2. Unemployed for other reasons	☐		☐	
3. Employed full-time	☐		☐	
4. Employed part-time	☐		☐	
5. Full-time homemaker	☐		☐	
6. Student full-time	☐		☐	
7. Student part-time	☐		☐	
8. Retired	☐		☐	

3. **What is father's/guardian's usual occupation?**

Title:

Kind of work:

4. **What is mother's/guardian's usual occupation?**

Title:

Kind of work

5. **What is father's/guardian's country of birth?**

6. **What is mother's/guardian's country of birth?**

7. **What is your child's country of birth?**

8. **If your child was not born in Canada, how long has your child lived in Canada?**

Months

Years

9. **What is the main language spoken in child's primary residence?**

10. **What is the postal code for your child's primary residence?**

Thank you for your cooperation.

EATING ATTITUDES TEST

Present weight: [ ] Pounds Height: [ ] Inches

Highest weight at present height: [ ] Pounds At what age: [ ]

Lowest weight at present height: [ ] Pounds At what age: [ ]

INSTRUCTIONS:

Please place an "X" in the box which applies best to each of the statements. All of the results will be strictly confidential. Most of the questions directly relate to food or eating, although other types of questions have been included. Please answer each question carefully. Thank you.

(Please check ONE box for each statement)

	Always	Usually	Often	Sometimes	Rarely	Never
1. Am terrified about being overweight						
2. Avoid eating when I am hungry						
3. Find myself preoccupied with food						
4. Have gone on eating binges where I feel that I may not be able to stop						
5. Cut my food into small pieces						
6. Aware of calorie content of foods that I eat						
7. Particularly avoid foods with a high carbohydrate content. (e.g., bread, rice, potatoes, etc.)						
8. Feel that others would prefer if I ate more						
9. Vomit after I have eaten						
10. Feel extremely guilty after eating						
11. Am preoccupied with a desire to be thinner						

99999 08

(Please check ONE box for each statement)

	Always	Usually	Often	Sometimes	Rarely	Never
12. Think about burning up calories when I exercise						
13. Other people think that I am too thin						
14. Am preoccupied with the thought of having fat on my body						
15. Take longer than others to eat my meals						
16. Avoid foods with sugar in them						
17. Eat diet foods						
18. Feel that food controls my life						
19. Display self-control around food						
20. Feel that others pressure me to eat						
21. Give too much time and thought to food						
22. Feel uncomfortable after eating sweets						
23. Engage in dieting behaviour						
24. Like my stomach to be empty						
25. Enjoy trying new rich foods						
26. Have the impulse to vomit after meals						

Thank you for your cooperation

Eating Disorder Inventory (EDI)

INSTRUCTIONS:

This is a scale which measures a variety of attitudes, feelings and behaviours. Some of the items relate to food and eating. Others ask you about your feelings about yourself. THERE ARE NO RIGHT OR WRONG ANSWERS SO TRY VERY HARD TO BE COMPLETELY HONEST IN YOUR ANSWERS. RESULTS ARE COMPLETELY CONFIDENTIAL. Read each question and put a dark "✕" under the column which best applies to you. Please answer each question very carefully. Thank you.

		Always	Usually	Often	Sometimes	Rarely	Never
1	I eat sweets and carbohydrates without feeling nervous.						
2	I think that my stomach is too big.						
3	I eat when I am upset.						
4	I stuff myself with food.						
5	I think about dieting.						
6	I think that my thighs are too large.						
7	I feel extremely guilty after overeating.						
8	I think that my stomach is just the right size.						
9	I am terrified of gaining weight.						
10	I feel satisfied with the shape of my body.						
11	I exaggerate or magnify the importance of weight.						
12	I have gone on eating binges where I have felt that I could not stop.						
13	I like the shape of my buttocks.						
14	I am preoccupied with the desire to be thinner.						
15	I think about bingeing (overeating).						
16	I think that my hips are too big.						
17	I eat moderately in front of others and stuff myself when they're gone.						
18	If I gain a pound, I worry that I will keep gaining.						
19	I have the thought of trying to vomit in order to lose weight.						
20	I think that my thighs are just the right size.						
21	I think my buttocks are too large.						
22	I eat or drink in secrecy.						
23	I think that my hips are just the right size.						

Diagnostic Survey for Eating Disorders (DSED) - Modified for Diabetes

DIRECTIONS:

There are no right or wrong answers to the following questions. Many of the questions relate to personal information and may be answered differently by different people. Please take your time and try to answer all of the questions carefully. Please answer the questions on your own. Remember, all of your answers will be kept strictly confidential. If you have trouble with any of the questions, please do not hesitate to call Colleen Shaw at 340-4319 between 8 a.m. and 4 p.m., Monday to Friday.

1. **How old are you?**

   [ ] Years [ ] Months

2. **How old were you when you developed diabetes?**

   [ ] Years [ ] Months

3. **How many insulin injections do you now take per day?**

   [ ] Number

4. **Do you have any medical problems other than diabetes?** *(Please check ONE box)*

   [ ] 1. No
   [ ] 2. Yes, what are they?

a.	
b.	
c.	
d.	

5. **Are you on any medications other than insulin?** *(Please check ONE box)*

   [ ] 1. No
   [ ] 2. Yes. Which one(s)?

a.	
b.	
c.	
d.	

6. **What is your current height?**

   [ ] Feet [ ] Inches

7. **What is your current weight?**

   [ ] Pounds

8. **What was your maximum weight ever?**

   [ ] Pounds

9. **What weight would you most like to be?**

   [ ] Pounds

10. **How do you see yourself NOW, at your current weight?** *(Please check ONE box)*

    [ ] 1. Very thin
    [ ] 2. A bit thin
    [ ] 3. Normal weight
    [ ] 4. A bit overweight
    [ ] 5. Very overweight

11. **How do you FEEL about yourself at your current weight?** *(Please check ONE box)*

    [ ] 1. Very unhappy
    [ ] 2. A bit unhappy
    [ ] 3. A bit happy
    [ ] 4. Very happy

12. How good is your metabolic control most of the time?
(Please check ONE box)

- ☐ 1. Terrible
- ☐ 2. Not very good
- ☐ 3. Good
- ☐ 4. Very good

13. How satisfied are you with your current level of metabolic control?
(Please check ONE box)

- ☐ 1. Not at all satisfied
- ☐ 2. A little satisfied
- ☐ 3. Satisfied
- ☐ 4. Very satisfied

14. How often do you do each of the following things:

(Please check ONE box for each question).

	Everyday	Several times weekly	About once each week	Several times each month	Once in a while	Never
a. How often do you weigh yourself or measure your body size	☐	☐	☐	☐	☐	☐
b. Reduce portions of meals to control your weight	☐	☐	☐	☐	☐	☐
c. Skip meals to control your weight	☐	☐	☐	☐	☐	☐
d. Completely stop eating to control your weight	☐	☐	☐	☐	☐	☐
e. Reduce calories below diabetic diet to control your weight	☐	☐	☐	☐	☐	☐
f. Exercise to control your weight	☐	☐	☐	☐	☐	☐
g. Omit or decrease insulin dose to control your weight	☐	☐	☐	☐	☐	☐
h. Use diet pills to control your weight	☐	☐	☐	☐	☐	☐
i. Use diuretics (water pills) to control your weight	☐	☐	☐	☐	☐	☐
j. Other, please specify:						
_____	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐

15. Are you currently on a diet to control/lose weight (aside from a diet to control your diabetes)?
(Please check ONE box)

☐ 1. No ☐ 2. Yes

16. Have you ever had an episode of eating a lot more food than other people your age would eat in a similar situation (binge eating)? *(Please check ONE box)*

- ☐ 1. No *(skip to question 22)*
- ☐ 2. Yes

17. How frequently over the past 3 months have you had such an eating binge? *(Please check ONE box)*

- ☐ 1. Never
- ☐ 2. Less than once a month
- ☐ 3. About once a month
- ☐ 4. 2-3 times a month
- ☐ 5. Once a week
- ☐ 6. Several times a week
- ☐ 7. Every day
- ☐ 8. More than once a day

18. What would you typically eat during a binge?

19. When does bingeing usually occur? *(Please check ONE box)*

- ☐ 1. Only when I feel hypoglycemic
- ☐ 2. Sometimes when I feel hypoglycemic and sometimes not
- ☐ 3. Only when I do not feel hypoglycemic

20. How do you FEEL about your bingeing? *(Please check ONE box)*

- ☐ 1. Very unhappy
- ☐ 2. A bit unhappy
- ☐ 3. A bit happy
- ☐ 4. Very happy

21. Please check the number to show how often you do any of the following things when you are binge eating:

(Please check ONE box for each question)

	Never	Sometimes	Always
a. I eat very rapidly	☐	☐	☐
b. I feel out of control when I eat	☐	☐	☐
c. I feel miserable or annoyed after a binge	☐	☐	☐
d. I get uncontrollable urges to eat until I feel physically ill	☐	☐	☐
e. I binge eat in private	☐	☐	☐

22. Have you ever vomited (thrown up) after eating in order to get rid of the food eaten? *(Please check ONE box)*

- ☐ 1. No *(skip to question 24)*
- ☐ 2. Yes

23. How frequently over the past 3 months have you made yourself vomit to get rid of food? *(Please check ONE box)*

- ☐ 1. Never
- ☐ 2. Less than once a month
- ☐ 3. About once a month
- ☐ 4. 2-3 times a month
- ☐ 5. Once a week
- ☐ 6. 2-3 times a week
- ☐ 7. Every day
- ☐ 8. More than once a day

24. Have you ever taken less insulin than you should have taken because you thought it would control your weight? *(Please check ONE box)*

- ☐ 1. No *(skip to question 26)*
- ☐ 2. Yes

25. How frequently over the past 3 months have you taken less insulin than you should have taken as a method of controlling your weight? *(Please check ONE box)*

- ☐ 1. Never
- ☐ 2. Less than once a month
- ☐ 3. About once a month
- ☐ 4. 2-3 times a month
- ☐ 5. Once a week
- ☐ 6. 2-3 times a week
- ☐ 7. Every day
- ☐ 8. More than once a day

26. Have you ever used laxatives because you thought they could control your weight? *(Please check ONE box)*

- ☐ 1. No *(skip to question 28)*
- ☐ 2. Yes

27. How frequently over the past 3 months have you used laxatives as a method of controlling your weight? *(Please check ONE box)*

- ☐ 1. Never
- ☐ 2. Less than once a month
- ☐ 3. About once a month
- ☐ 4. 2-3 times a month
- ☐ 5. Once a week
- ☐ 6. 2-3 times a week
- ☐ 7. Every day
- ☐ 8. More than once a day

28. Have you ever used any other methods of controlling your weight? (i.e., diet pills, diuretics, extreme exercise, other) *(Please check ONE box)*

- ☐ 1. No
- ☐ 2. Yes, please list everything you have used:

a.	
b.	
c.	
d.	

29. **Have you ever competed or seriously trained in any of the following physical activities?** *(Please check all that apply)*

- ☐ 1. Distance running
- ☐ 2. Track and field
- ☐ 3. School team (e.g., volleyball, field hockey, etc.)
- ☐ 4. Lifting weights
- ☐ 5. Dancing
- ☐ 6. Gymnastics
- ☐ 7. Tennis, squash, racquetball
- ☐ 8. Swimming
- ☐ 9. Modelling
- ☐ 10. Other sport, please specify

a.	
b.	
c.	
d.	

- ☐ 11. I have never been seriously involved in any of the above activities or any other sports.

30. **Have you ever been told by a doctor that you have an eating disorder?** *(Please check ONE box)*

- ☐ 1. No *(skip to question 32)*
- ☐ 2. Yes

31. **Have you ever had treatment for an eating disorder.**

- ☐ 1. No
- ☐ 2. Yes

32. **Have you started having your periods?** *(Please check ONE box)*

- ☐ 1. No
- ☐ 2. Yes, at what age?

☐ Years old

33. **When did you have your last period?** *(Please check ONE box)*

- ☐ 1. Within the past 1 month
- ☐ 2. Within the past 3 months
- ☐ 3. More than 3 months ago

34. **Who do you currently live with?** *(Please check ONE box)*

- ☐ 1. Both parents
- ☐ 2. One parent
- ☐ 3. Partner
- ☐ 4. Roommate(s)
- ☐ 5. Other, please specify

a.	
b.	

35. **Total number of people in your household (including you)?**

☐ Number

36. **What grade are you in at school?**

Grade ☐

37. **What is the highest level of education that your parents have completed?** *(Please check ONE box in each column)*

	Your mother	Your father
1. Less than seventh grade . . .	☐	☐
2. Junior high school (grade 9) .	☐	☐
3. Some high school (grade 10 or 11)	☐	☐
4. High school graduate (grade 12 or 13)	☐	☐
5. One or two years of college, university, or specialized training	☐	☐
6. University graduate (bachelor's degree)	☐	☐
7. Graduate training (e.g., M.D., M.B.A., M.A.)	☐	☐

38. What is the present employment status of your parents? *(Please check ONE box in each column)*

	Your mother	Since when	Your father	Since when
1. Unemployed due to illness	☐		☐	
2. Unemployed for other reasons	☐		☐	
3. Employed full-time	☐		☐	
4. Employed part-time	☐		☐	
5. Full-time homemaker	☐		☐	
6. Student	☐		☐	
7. Retired	☐		☐	

39. What is your father's usual occupation?

Title:

Kind of work he does:

40. What is your mother's usual occupation?

Title:

Kind of work she does:

41. How do you identify yourself? *(Please check ONE box)*

- ☐ 1. White
- ☐ 2. Black
- ☐ 3. Asian
- ☐ 4. Indian
- ☐ 5. Other, please specify:

Diagnostic Survey for Eating Disorders (DSED) - for nondiabetic subjects

DIRECTIONS:

There are no right or wrong answers to the following questions. Many of the questions relate to personal information and may be answered differently by different people. Please take your time and try to answer all of the questions carefully. Please answer the questions on your own. Remember, all of your answers will be kept strictly confidential.

---

1. How old are you?

☐ Years ☐ Months

2. Do you have any medical problems ?
(Please check ONE box)

☐ 1. No
☐ 2. Yes, what are they?

a.	
b.	
c.	
d.	

3. Are you on any medications?
(Please check ONE box)

☐ 1. No
☐ 2. Yes, Which one(s)?

a.	
b.	
c.	
d.	

4. What is your current height?

☐ Feet ☐ Inches

5. What is your current weight?

☐ Pounds

6. What was your maximum weight ever?

☐ Pounds

7. What weight would you most like to be?

☐ Pounds

8. How do you see yourself NOW, at your current weight? *(Please check ONE box)*

☐ 1. Very thin
☐ 2. A bit thin
☐ 3. Normal weight
☐ 4. A bit overweight
☐ 5. Very overweight

9. How do you FEEL about yourself at your current weight? *(Please check ONE box)*

☐ 1. Very unhappy
☐ 2. A bit unhappy
☐ 3. A bit happy
☐ 4. Very happy

10. How often do you do each of the following things:

(Please check ONE box for each question)

	Everyday	Several times weekly	About once each week	Several times each month	Once in a while	Never
a. How often do you weigh yourself or measure your body size	☐	☐	☐	☐	☐	☐
b. Reduce portions of meals to control your weight	☐	☐	☐	☐	☐	☐
c. Skip meals to control your weight	☐	☐	☐	☐	☐	☐
d. Completely stop eating to control your weight	☐	☐	☐	☐	☐	☐
e. Reduce calories to control your weight	☐	☐	☐	☐	☐	☐
f. Exercise to control your weight	☐	☐	☐	☐	☐	☐
g. Use diet pills to control your weight	☐	☐	☐	☐	☐	☐
h. Use diuretics (water pills) to control your weight	☐	☐	☐	☐	☐	☐
i. Other, please specify:						
_____	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐

11. Are you currently on a diet to control/lose weight? *(Please check ONE box)*

☐ 1. No ☐ 2. Yes

12. Have you ever had an episode of eating a lot more food than other people your age would eat in a similar situation (binge eating)? *(Please check ONE box)*

☐ 1. No *(skip to question 19)*
☐ 2. Yes

13. How frequently over the past 3 months have you had such an eating binge? *(Please check ONE box)*

☐ 1. Never
☐ 2. Less than once a month
☐ 3. About once a month
☐ 4. 2-3 times a month
☐ 5. Once a week
☐ 6. Several times a week
☐ 7. Every day
☐ 8. More than once a day

14. What would you typically eat during a binge?

15. When does bingeing usually occur? *(Please check ONE box)*

16. How do you FEEL about your bingeing? *(Please check ONE box)*

- ☐ 1. Very unhappy
- ☐ 2. A bit unhappy
- ☐ 3. A bit happy
- ☐ 4. Very happy

17. Please check the number to show how often you do any of the following things <u>when you are binge eating:</u>

(Please check ONE box for each question)

	Never	Sometimes	Always
a. I eat very rapidly	☐	☐	☐
b. I feel out of control when I eat	☐	☐	☐
c. I feel miserable or annoyed after a binge	☐	☐	☐
d. I get uncontrollable urges to eat until I feel physically ill	☐	☐	☐
e. I binge eat in private	☐	☐	☐

18. Have you ever vomited (thrown up) after eating in order to get rid of the food eaten? *(Please check ONE box)*

- ☐ 1. No *(skip to question 20)*
- ☐ 2. Yes

19. **How frequently over the past 3 months have you made yourself vomit to get rid of food?** *(Please check ONE box)*

- ☐ 1. Never
- ☐ 2. Less than once a month
- ☐ 3. About once a month
- ☐ 4. 2-3 times a month
- ☐ 5. Once a week
- ☐ 6. 2-3 times a week
- ☐ 7. Every day
- ☐ 8. More than once a day

20. **Have you ever used laxatives because you thought they could control your weight?** *(Please check ONE box)*

- ☐ 1. No *(skip to question 22)*
- ☐ 2. Yes

21. **How frequently over the past 3 months have you used laxatives as a method of controlling your weight?** *(Please check ONE box)*

- ☐ 1. Never
- ☐ 2. Less than once a month
- ☐ 3. About once a month
- ☐ 4. 2-3 times a month
- ☐ 5. Once a week
- ☐ 6. 2-3 times a week
- ☐ 7. Every day
- ☐ 8. More than once a day

22. **Have you ever used any other methods of controlling your weight? (i.e.. diet pills, diuretics, extreme exercise, other)** *(Please check ONE box)*

- ☐ 1. No
- ☐ 2. Yes, please list everything you have used:

a.	
b.	
c.	
d.	

23. **Have you ever competed or seriously trained in any of the following physical activities?** *(Please check all that apply)*

- ☐ 1. Distance running
- ☐ 2. Track and field
- ☐ 3. School team (e.g., volleyball, field hockey, etc.)
- ☐ 4. Lifting weights
- ☐ 5. Dancing
- ☐ 6. Gymnastics
- ☐ 7. Tennis, squash, racquetball
- ☐ 8. Swimming
- ☐ 9. Modelling
- ☐ 10. Other sport, please specify

a.	
b.	
c.	
d.	

- ☐ 11. I have never been seriously involved in any of the above activities or any other sports.

24. **Have you ever been told by a doctor that you have an eating disorder?** *(Please check ONE box)*

- ☐ 1. No *(skip to question 26)*
- ☐ 2. Yes

25. Have you ever had treatment for an eating disorder.

- ☐ 1. No
- ☐ 2. Yes

26. Have you started having your periods?
(Please check ONE box)

- ☐ 1. No
- ☐ 2. Yes, at what age?

☐ Years old

27. When did you have your last period?
(Please check ONE box)

- ☐ 1. Within the past 1 month
- ☐ 2. Within the past 3 months
- ☐ 3. More than 3 months ago

28. Who do you currently live with?
(Please check ONE box)

- ☐ 1. Both parents
- ☐ 2. One parent
- ☐ 3. Partner
- ☐ 4. Roommate(s)
- ☐ 5. Other, please specify

a.	
b.	

29. Total number of people in your household (including you)?

☐ Number

30. What grade are you in at school?

Grade ☐

EDE (Modified)

30 page questionnaire
first 5 pages appended
complete questionnaire available for review

(Diagnostic Version)

Some questions
only for IDDM subjects

(Edition 11.5 D, 1992)

Oxford University Department of Psychiatry

Rate 7 if the question is 'not applicable' to this subject.

Severity ratings	Frequency ratings (based on a 28-day month)
0 - Absence of the feature	0 - Absence of the feature
1 - Feature almost, but not quite, absent	1 - Feature present on 1 to 5 days
2 -	2 - Feature present on 6 to 12 days
3 - Severity midway between 0-6	3 - Feature present on 13 to 15 days
4 -	4 - Feature present on 16 to 22 days
5 - Feature present to a degree not quite severe enough to justify a rating of 6	5 - Feature present almost every day (23 to 27 days)
6 - Feature present to an extreme degree	6 - Feature present every day

If it is difficult to choose between two ratings, the lower rating (i.e., less symptomatic) should be used.

INTERVIEW SCHEDULE

INTRODUCTION

[It is best to start the interview proper by asking a number of introductory questions designed to obtain a general picture of the subject's eating habits. Suitable questions are suggested below.]

To begin with I should like to get a general picture of your eating habits over the last four weeks.

Have your eating habits varied much day-by-day?

Have weekdays differed from weekends?

What about the previous two months?

PATTERN OF EATING

I would like to get an idea of your pattern of eating. Over the past 28 days, on how many days have you eaten the following meals.

[Rate each meal separately, usually accepting the subject's classification. Meals should be rated only if they did not lead on to a 'binge' and were not purged. 'Brunch' should generally be classified as lunch. Rate 00 if no meals taken, and 28 if meals taken on each day.]

PRELIMINARY DIABETIC QUESTION:

PATTERN OF EATING: (Details of usual weekday pattern)

	No/never (0)	Sometimes (1)	Yes/always (2)
A) Breakfast	☐	☐	☐
B) Mid-morning snack	☐	☐	☐
C) Lunch	☐	☐	☐
D) Afternoon snack	☐	☐	☐
E) Evening meal	☐	☐	☐
F) Evening snack	☐	☐	☐

G. STABILITY OF PATTERN

☐ 0 - Highly erratic
☐ 1 - Somewhat erratic
☐ 2 - Regular (regular with 2 exceptions)

H. EFFECT OF MEAL OMISSION - (1 HOUR)

☐ 0 - None
☐ 1 - Slight
☐ 2 - Marked
☐ 3 - Not applicable; does not omit meals

I. ACTUAL MEAL OMISSION - (IN PAST 4 WEEKS) **(Rate 999 if not applicable)**

☐ Number of times meal omitted (not postponed)

SPECIFY EFFECT IF MEAL OMITTED - (IN PAST 4 WEEKS)

☐

RESTRAINT OVER EATING - Restraint Subscale

Over the past four weeks have you been consciously trying to restrict what you eat whether or not you have succeeded?

Why?

Has this been to influence your shape or weight?

[Rate the number of days on which the subject has consciously attempted to restrict his or her food intake, whether or not he or she has succeeded. The restraint should have been intended to influence shape, weight or body composition, although this may not have been the sole or main reason. It should have consisted of planned attempts at restriction, rather than spur-of-the-moment attempts such as the decision to resist a second helping.]

4.
- ☐ 0 - No attempt at restraint
- ☐ 1 -
- ☐ 2 - Attempted to exercise restraint on less than half the days
- ☐ 3 -
- ☐ 4 - Attempted to exercise restraint on more than half the days
- ☐ 5 -
- ☐ 6 - Attempted to exercise restraint every day

REASONS FOR RESTRAINT

	No (0)	To some extent (1)	Definitely (2)
4a) Diabetes	☐	☐	☐
4b) Good health	☐	☐	☐
4c) Shape/weight	☐	☐	☐

AVOIDANCE OF EATING - Restraint Subscale

Over the past four weeks have you gone for periods of eight or more waking hours without eating anything?

Why?

Has this been to influence your shape or weight?

[Rate the number of days on which there has been at least eight hours abstinence from eating food (soup and milk shakes count as food whereas drinks in general do not) during waking hours. It may be helpful to illustrate the length of time (e.g., 9:00 a.m. to 5:00 p.m.). The abstinence must have been at least partly self-imposed rather than being due to force of circumstances. It should have been intended to influence shape, weight or body composition, although this may not have been the sole or main reason.]

5.
- ☐ 0 - No such days
- ☐ 1 -
- ☐ 2 - Avoidance on less than half the days
- ☐ 3 -
- ☐ 4 - Avoidance on more than half the days
- ☐ 5 -
- ☐ 6 - Avoidance every day

EMPTY STOMACH - Restraint Subscale

Over the past four weeks have you wanted your stomach to be empty?

Why?

[Rate the number of days on which the subject has had a definite desire to have an empty stomach for reasons to do with dieting, shape or weight. This should not be confused with a desire for the stomach to feel empty or be flat.]

6.
- ☐ 0 - No definite desire to have an empty stomach
- ☐ 1 -
- ☐ 2 - Definite desire to have an empty stomach on less than half the days
- ☐ 3 -
- ☐ 4 - Definite desire to have an empty stomach on more than half the days
- ☐ 5 -
- ☐ 6 - Definite desire to have an empty stomach every day

FOOD AVOIDANCE - Restraint Subscale

Over the past four weeks have you attempted to avoid eating any foods which you like, whether or not you have succeeded?

What foods have you attempted to avoid?

Why?

Has this been to influence your shape or weight?

[Rate the number of days on which the subject has actively attempted to avoid eating specific foods (which he or she likes) whether or not he or she succeeded. The avoidance should have been intended to influence shape, weight or body composition, although this may not have been the sole or main reason. Note the type of food avoided.]

7. ☐ 0 - No attempt to avoid food
☐ 1 -
☐ 2 - Attempted to avoid food on less than half the days
☐ 3 -
☐ 4 - Attempted to avoid food on more than half the days
☐ 5 -
☐ 6 - Attempted to avoid food every day

REASONS FOR AVOIDANCE

	No (0)	To some extent (1)	Definitely (2)
7a) Diabetes	☐	☐	☐
7b) Good health	☐	☐	☐
7c) Shape/weight	☐	☐	☐

H. "Eating Disorders"

"Anorexia Nervosa"

Now I would like to ask you some questions about your eating habits and your weight.

Have you ever had a time when you weighed much less than other people thought you ought to weigh?

IF YES: Why was that? How much did you weigh? How old were you then? How tall were you?

At that time, were you very afraid that you could become fat?

At your lowest weight, how did you think you looked? (Did you still feel too fat, or that part of your body was too fat?)

FOR FEMALES: Before this time, were you having your periods? Did they stop? (For how long?)

ANOREXIA NERVOSA CRITERIA

A. Refusal to maintain body weight over a minimal normal weight for age and height, e.g., weight loss leading to maintenance of body weight 15% below that expected, or failure to make expected weight gain during period of growth, leading to body weight 15% below that expected. ? 1 2 3

B. Intense fear of gaining weight or becoming fat, even though underweight. ? 1 2 3

C. Disturbance in the way in which one's body weight, size, or shape is experienced, e.g., the person claims to "feel fat" even when emaciated, believes that one area of the body is "too fat" even when obviously underweight. ? 1 2 3

D. In females, absence of at least three consecutive menstrual cycles when otherwise expected to occur (primary or secondary amenorrhea). (A woman is considered to be amenorrheic if her periods occur only following hormone, e.g., estrogen, administration.) ? 1 2 3

ANOREXIA NERVOSA CRITERIA A, B, C, AND D ARE CODED "3"

1 3

? = inadequate information 1 = absent or false 2 = subthreshold 3 = threshold or true

CHRONOLOGY

IF UNCLEAR: During the past month, have you had (SXS OF ANOREXIA NERVOSA)?	Has met symptomatic criteria for Anorexia Nervosa during past month (criteria A, B, and C)	? 1 3	21
When did you last have (ANY SX OF ANOREXIA NERVOSA CODED "3")?	Number of months prior to interview when last had a symptom of Anorexia Nervosa	— — —	22-24

"Past Five Years"

During the past five years, how much of the time have people thought you weighed much less than you should?	Approximate percentage of time during past five years that any symptoms of Anorexia Nervosa were present	
Would you say . . . [CODE DESCRIPTIONS]?	1 Not at all (0%)	25
	2 Rarely (e.g., 5–10%)	
	3 A significant minority of the time (e.g., 20–30%)	
	4 About half the time	
	5 A significant majority of the time (e.g., 70–80%)	
	6 Almost all the time (e.g., 90–100%)	
	9 Unknown	
How old were you when you first began to have (SXS OF ANOREXIA NERVOSA)?	Age at onset of Anorexia Nervosa (CODE 99 IF UNKNOWN)	— — 26-27

Bulimia Nervosa

	BULIMIA NERVOSA CRITERIA				
Have you ever had eating binges during which you ate a lot of food in a short period of time?	A. Recurrent episodes of binge eating (rapid consumption of a large amount of food in a discrete period of time).	?	1	2	3
During these binges, did you feel that your eating was out of control?	B. A feeling of lack of control over the eating behavior during the eating binges.	?	1	2	3
Did you do anything to counteract the effects of the binges? (Like making yourself vomit, taking laxatives, strict dieting, fasting, or exercising a lot?)	C. The person regularly engages in either self-induced vomiting, use of laxatives or diuretics, strict dieting or fasting, or vigorous exercise in order to prevent weight gain.	?	1	2	3
During this time, did you have eating binges as often as twice a week for three months?	D. A minimum average of two binge eating episodes a week for at least three months.	?	1	2	3
Were you a lot more concerned about your weight and body shape than most people (your age)?	E. Persistent overconcern with body shape and weight.	?	1	2	3
	BULIMIA NERVOSA CRITERIA A, B, C, D, AND E ARE CODED "3"		1		3

IF UNCLEAR: During the past month, have you had (SXS OF BULIMIA NERVOSA)?	Has met symptomatic criteria for Bulimia Nervosa during past month (criteria A, B, C, D, and E)	? 1 3
When did you last have (ANY SX OF BULIMIA NERVOSA CODED "3")?	Number of months prior to interview when last had a symptom of Bulimia Nervosa	— — —

"Past Five Years"

During the past five years, how much of the time have you had periods of frequent binge eating?

Approximate percentage of time during past five years that any symptoms of Bulimia Nervosa were present

Would you say . . . [CODE DESCRIPTIONS]?

1 Not at all (0%)

2 Rarely (e.g., 5–10%)

3 A significant minority of the time (e.g., 20–30%)

4 About half the time

5 A significant majority of the time (e.g., 70–80%)

6 Almost all the time (e.g., 90–100%)

9 Unknown

How old were you when you first began to have (SXS OF BULIMIA NERVOSA)?

Age at onset of Bulimia Nervosa (CODE 99 IF UNKNOWN) — —

?= inadequate information

Appendix 4 - IDDM Subjects Chart Review Form

CHART REVIEW

Patient's Name: _____ **HSC #** _____

Subject ID #: _____

1) Date of Screening: _____

2) Date of Birth: _____

3) Age (at screening):_____

4) Age at IDDM Onset (Dx):_____

5) Weight at Dx:_____ Height at Dx:_____ BMI at Dx: _____

6) Estimated wt. loss prior to Dx:_____ Time interval: _____

7) Pubertal Status at Dx (Tanner Stage):_____

8) Onset of menarche: Date: _____ Age:_____

9) Duration of IDDM (at screening):_____

10) Weight (at screening): _____ Height: _____ BMI: _____

11) Insulin Regimen (at screening)

No. of daily injections: 1 2 3 4

Total units per day: _____ Units/per kg. _____

Patient's Name: _____ HSC # _____

Subject ID #: _____

Date	Height	Weight	BMI	Tanner Stage	HbA1c	Insulin Units/kg

Patient's Name: _____ **HSC #** _____

Subject ID #: _____

ADDITIONAL NOTES:

Episodes of DKA:

Complications:

Compliance issues:

Wt/Body image concerns:

Other psychosocial concerns:

Substance abuse etc.:

Other comments:

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In effect July 1, 1997 to June 30, 1998

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1997 12 09

Confirmation of the minutes of the regular meeting of 1997 03 04 and special meetings of 1997 04 09, 1997 11 20.

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Transportation Progress Report [report due by motion] — Pages 1 to 5

NEW BUSINESS:

1. Annual Report on Public Relations Planning — Pages 6 to 15
2. Report re Interim Financial Status Report - 1997 10 31 — Pages 16 to 40
3. Report re 1997 Forecast of Expenditures and Revenues — Pages 41 to 45A
4. Report re 1998 Insurance Premiums — Pages 46 to 59
5. Update on Public Relations "loan" for 150 Years of Excellence Book - requested by Trustee Johnstone

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education and Secretary — Page 60

TO: The Chairman and Members
Operations and Finance Committee
1997 12 09

FROM: Lucy Veerman, Acting Senior Financial Officer and Treasurer
Financial Services
D. Sage, Manager
Special Projects, Audit, Assessment, Property, Insurance and Transportation

RE: **TRANSPORTATION PROGRESS REPORT**

REPORT: FOR INFORMATION

BACKGROUND:

During the 1997 budget deliberations, the Board reduced the transportation budget by $250,000.00. As the budget process was not concluded until April 1997, any changes to the delivery service could not be implemented until the new school year.

In a report to Operations and Finance, 1997 06 10, various cost containment/reduction strategies were presented in principle. It was anticipated that successful pursuit of these strategies could produce the desired budget reduction without impacting on current transportation policies. Having received the necessary support from the Board, two major strategies were aggressively pursued.

1. Implementation of the Special Needs Transportation Study
2. C.T.A.P. (Community Transportation Action Program)

Special Needs Transportation Study

After review of past practices, it appeared that cost saving opportunities could be obtained if the process of routing and student vehicle loadings was removed as a carrier function. In order to obtain specific transportation routing expertise, the Board approved the following recommendation:

> ***That the Board of Education for the City of Hamilton engage the services of BMT2000 to assist in the implementation of route optimizations, selection of vehicle type, optimization of vehicle capacity and vehicle rate negotiations pertaining only to the transportation of the Board's special needs students.***

In order to enhance the partnership with BMT2000, a staff member was relocated to their office. Together, a strategic plan was developed that would see a significant change in the method of service delivery.

Utilizing student addresses and school attendance areas, new routes were created with the goal of increasing efficiency, reducing cost and still maintain an excellent level of service without compromise to safety. Once routes were designed, an appropriate vehicle type was assigned to service the students' needs.

Having established the estimated vehicle demands, a pricing strategy relating to vehicles as opposed to a per pupil rates was determined.

Through the implementation of an effective communication program with carriers, parents and schools, the start up of the new school year did not appear to be any more hectic then previous years. As situations arose, solutions were tailored as best as possible to minimize disputes.

The following are a few examples of the difference in delivery models between 1996-97 and 1997-98.

Route #1 - 17 students

1996-97 = Cost would be $16.00(taxi rate) x 17 students x 186 days = $50,592

Revised delivery
1997-98 = $130.00(mini bus per day) x 186 days = $24,180

Route Savings = $50,592 - $24,180 = $26,412

Route #28 1997-98 Shared bus with the Wentworth County Board of Education

Students	Hamilton Board	3 wheelchair students
		4 walk on students
	Wentworth Board	1 wheelchair

1996-97 = $36.64(wheelchairs) x 3 + $16.00 x 4 x 186 days = $33,837

Revised delivery
1997-98 = $140(wheelchair bus per day) - $36 (Wentworth cost share) x 186 days = $19,344

Route Savings = $33,837 - $19,344 = $14,493

Route #34 - 5 wheelchair students + 1 student

1996-97 = $36.64(wheelchair rate) x 5 students + 16.00(taxi) x 1 x 186 days = $37,051

Revised delivery
1997-98 = $140(wheelchair bus per day) x 186 days = $26,040

Route Savings - $37,051 - $26,040 - $11,011

The implementation of these type of changes has succeeded in reducing the annual cost of the Board's Transportation service. It is anticipated that not only has the 1997 budget reduction been achieved, but an additional $50,000 is being projected. On an annual basis, and assuming a static situation, approximately $500,000+ in savings is obtainable. These savings will be reflected in the 1998 budget. On a $2.4 million special education transportation budget, this represents an estimated 21% reduction while still maintaining a service delivery within the policy of the Board.

CTAP - Community Transportation Action Program

The Community Transportation Action Program is a joint initiative of five Ontario government Ministries to offer transitional help to communities for restructuring and co-ordinating local transportation services.

Over the past year, partnerships were sought with the special services community throughout the Region of Hamilton-Wentworth.

Conceptually, efforts were focused on utilizing special needs school transportation vehicles during off hours to provide service to community agencies. Instead of school vehicles sitting idle during non-serviceable hours, they would be engaged to fill a void in available transportation services.

A proposal for funding support was drafted and sent to the CTAP ministry officials. Subsequently, the Hamilton proposal was accepted for financial support.

In a memo to Trustees dated November 20, 1997 (Appendix A), the launch of the CTAP initiative was announced. During the announcement, The Honourable Tony Clement, Minister of Transportation presented a cheque, to the Board, in the amount of $22,873.00. These funds provide Phase I financial support for the project. An additional $28,000.00 in funding has been earmarked by the Ministries for Phase II of this project.

Ultimately, the success of this initiative would see the number of vehicles required to provide community transportation services decline, while at the same time improving services. As the number of vehicles decline, so will capital costs of purchasing and maintaining vehicles. As capital costs decline so should the cost to the Board of providing school transportation.

Although this initiative will not see the Board experience immediate cost savings, the community will see immediate benefit. The long term success of this project will culminate into service efficiencies and cost savings not only for the Board but for the Region of Hamilton-Wentworth.

ISSUE:

To update trustees on the transportation initiative undertaken to achieve budget reduction and to improve efficiencies through alternative service delivery.

RECOMMENDATION:

That the progress report on transportation be received for information.

RATIONALE:

In the 1997 06 10 report on Transportation the following recommendation was approved:

That a transportation progress report be presented to the Board prior to the end of 1997.

Through the combined partnership of BMT2000 and Board staff, significant transportation inroads have been achieved. The shared expertise has brought about change in a manner that was effective and not disruptive to the system. Budgeted target reductions have been achieved, the level of student transportation maintained, while at the same time expanding an opportunity to the community through the CTAP program.

The continued relationship with BMT2000 has now focused on finding solutions for additional opportunities within the new District School Board including greater integration with both the Hamilton Wentworth Roman Catholic Separate School Board and the Hamilton Street Railway.

APPENDIX A

MEMO

TO: All Trustees
Senior Management

FROM: Daryl Sage, Manager
Special Projects, Audit, Assessment, Property, Insurance and Transportation

DATE: November 20, 1997

SUBJECT: PILOT LAUNCH OF THE HAMILTON-WENTWORTH COMMUNITY TRANSPORTATION ACTION PROGRAM (CTAP)

As one of the founding members of the CTAP program it is with pleasure that we announce the launch of our pilot project.

You may recall that I introduced to the Board a concept of utilizing school buses to provide transportation services throughout the Region of Hamilton-Wentworth. Instead of a school bus sitting idle during off school hours, it could be placed back in service to assist and support community agencies. Ultimately, the total number of vehicles required for these services should be reduced, therefore, reducing capital costs. In addition to the local school boards, the following groups have become partners in our endeavours.

Easter Seals Society
Hamilton Health Sciences Corporation, Elective Patient Transport Committee
St. Matthew's House
Hamilton Association for Community Living
Catholic Family Services
Dundas Community Services
Flamborough Information and Community Services
SAM Program

Carrier Participation:
Attridge Transportation Incorporated
Caledonia Transportation

As a trial run we initiated free transportation service during the November 10th election. Users of this service were very complementary and encouraged that additional services may become more readily available.

I wish to extend an invitation to attend our official launch of this program

Monday, November 24th, 1997
10:00 am
Hamilton Association for Community Living
191 York Boulevard, Hamilton

Regional Chairman Mr. Terry Cooke will bring greetings and The Honourable Tony Clement, Minister of Transportation will be joining the ceremony to present a grant in support of our achievements and initiative.

/dtg

Public Relations Annual Report

1997 12 09

TO: Chairman and Members
Operations and Finance Committee
The Board of Education for the City of Hamilton

FROM: Merv Matier, Interim Director of Education and Secretary
Jane Allison, Public Relations Officer

RE: **Annual Public Relations Report**

Classification: Information

INTRODUCTION

The role of public relations is often the most misunderstood in an organization, perhaps because it can have so many different names - public affairs, communications, community relations. Public relations can be stated as two-way communication that helps shape attitudes and build a positive reputation. The National School Public Relations Association (NSPRA) offers a more elaborate definition:

> *Educational public relations is a planned, systematic management function, designed to help improve the programs and services of an educational organization. It relies on a comprehensive, two-way communication process, involving both internal and external publics, with the goal of stimulating better understanding of the role, objectives, accomplishments and needs of the organization.*
>
> *Educational public relations programs assist in interpreting public attitudes, identify and help shape policies and procedures in the public interest, and carry on involvement and information activities which earn public understanding and support.*

The public relations role in public education in Hamilton is currently a very demanding and rewarding one. Engaging in meaningful dialogue with all the stakeholders in the Hamilton Board of Education and implementing public relations initiatives to meet their needs is the major focus of the Public Relations department.

OVERVIEW

The 1994-97 Public Relations Plan was approved by the Board in November 1993. It includes a recommendation that the Public Relations Officer report annually to the Operations and Finance Committee, providing a progress report on meeting the Plan's goals and objectives.

The report as submitted for Trustees now reflects a Board of Education at a crossroads. The amount of change and challenge facing all employees of the Board of Education for the City of

Hamilton is unprecedented. Events of recent months have had a significant impact on the activities of the Public Relations department, and initiatives are outlined in the attached Appendix I.

The purpose of this report is to provide an overview of the public relations initiatives throughout 1997. The attached Appendix I, Public Relations Initiatives and Results, reflects planning resulting from ongoing organizational changes, current educational trends, government demands and initiatives (e.g., new Ontario Curriculum, Bill 160), decreased resources and the realities of educational public relations in 1997 and 1998.

In late 1996, Gayla Brock-Woodland left the position of Public Relations Officer for the Board of Education for the City of Hamilton. In March 1997, Jane Allison was appointed Public Relations Officer and with the Communications Assistant has built on what was established in the Public Relations Plan 1994-97 while identifying emerging organizational priorities, trends and issues and tailoring public relations initiatives to meet those demands. Key guiding principles for PR activities based on the Public Relations Plan and emergent needs include the following:

- **Targeted Communications:** The audiences for communications is becoming more focused, with each audience having its own needs and demands. Be it parent groups, community interest or media demands - all audiences have a need for very specialized information. The Public Relations Department has accomplished this through the creation of specialized communication vehicles such as Parent Fact Sheets, media releases, media relations, the Report to the Community, and public relations counseling for individual schools, principals and School Councils.

- **Student and School Achievement:** Whatever changes and pressures are being felt throughout the organization, the classroom is where everything needs to blend and function at optimal levels. The relationship between involved parents and enhanced student success is an important communications imperative, and one that the Public Relations department works to foster. Consulting to School Councils, targeted Parent Fact Sheets, the ongoing success of the annual Parent Conference, and the achievement focus of this year's Report to the Community have all resulted in increased attention to the successes of our students, schools and employees.

- **Return on the Public Relations Investment:** In order to serve the demands of the public relations function, and to be fiscally responsible, emphasis is placed on the need to maximize the public relations investment. This has been accomplished through cost review and multiple uses of communications programs in order to reach as many audiences as possible. It also should be noted that the Public Relations department has continued to seek outside financial support for key projects, including the Report to the Community, Parent Conference and the publication of the Quickfinder. The management of the public relations budget is kept up-to-date through a sophisticated yet straightforward financial management software.

- **Board of Education profile and changes:** Since the announcement of Bill 104, the Fewer School Boards Act, attention to Boards of Education and their Trustees has increased dramatically. This has also created more opportunity for the Public Relations department to

communicate changes in the Board structure, responsibilities and activities. With the pending amalgamation, the LEIC process was crucial and the focus of much internal, external and media attention. Weekly LEIC summaries prepared by the Public Relations department became the key source of information for employees, parents and media on the progress and recommendations of the LEIC.

PUBLIC RELATIONS FORECAST FOR 1998

The year 1998 promises to be one of transition and adjustment. The demands on the public relations function of the Hamilton-Wentworth District School Board are expected to increase to reflect and support the many changes occurring during the transition from two boards of education into one. This will be a challenge for current staff resources and budgets; however, an exciting and demanding challenge that the Public Relations department looks forward to meeting.

Some of the key principles of strategic public relations planning are audience analysis and the targeting of messages. The demand for this type of analysis will grow as the evolution into the new board begins and continues. The following are key areas for the focus of the Public Relations department in 1998.

- **Linkage to Board's Strategic Plan and LEIC Recommendations**

Public relations planning must be directly linked to the implementation plan for the almost 200 recommendations developed by the Local Education Improvement Committee. As the newly-confirmed trustees begin working together, so must the public relations planning to support these initiatives.

By linking the PR planning process to the Board's Strategic Plan, the public relations initiatives will provide consistency of message, increased media opportunities and more positive results for the new Board.

- **Trend to electronic communications will continue**

The use of electronic media to communicate information will continue to increase throughout 1998. The blending of two organizations and two sets of employees will demand more timely communication of information than ever before. The pace of change is expected to be rapid and intense, and electronic communication with employees can facilitate this process. Information skills technology will be in more demand by schools and employees alike, and the public relations department will be actively participating in this trend.

- **Continued and increased attention from the media**

The spotlight will continue to be on education in 1998, particularly the merger into The Hamilton-Wentworth District School Board and the impact of Bill 160. The media, especially print media, will be very attentive to the new Board. One goal of the public relations department is to provide and facilitate the provision of information to members of the media in a pro-active and responsible way to enhance the balance of coverage and public perception of the Board.

ISSUE:
To provide trustees with an update on Public Relations Plan implementation, including progress, new demands and future direction.

RECOMMENDATION:
That the Annual Public Relations Report be received for information.

RATIONALE:
Continued implementation of public relations initiatives will support the Board's commitment to parent and public involvement and partnering in support of staff, student and organizational success.

Enhancements to current programs and the development of new ones will maintain the focus on the key principles of the Public Relations department - student and school achievement, targeted communications, return on the public relations investment, and board of education profile and changes. Forecast planning will also allow for the linkage of public relations planning to the new Board's strategic plan.

Appendix I: Public Relations Initiatives and Results

Appendix I
Public Relations Initiatives and Results
December 1997

MEDIA RELATIONS

- Worked with the new Education Reporter at the Hamilton Spectator to provide more balanced coverage of Board of Education events, initiatives and incidents. Changes in ownership and management of the Spectator have been felt in the newsroom, placing more demands on reporters and in turn on public relations personnel. This has made the need to be pro-active and responsive even more crucial.
- Provided support to other media outlets in Hamilton, managing radio and television access to the Board.
- Supported schools and principals in responding to media inquiries, due to increased interest in education issues in 1997. Appropriate and prompt response from schools and the Board is the result.
- Media releases were produced on many Board initiatives, accomplishments, staff and student achievements, and budget information.

WCB Asbestos Ruling

- Managed media inquiries into the WCB ruling on a former teacher's claim that his asbestosis resulted from exposure in the classroom.
- Collaborated with Chairman, Director, and Health and Safety Personnel to provide accurate information and access to media in coverage of this incident.

Memorial School Incident

- Responded to reporters' inquiries about the discovery of confidential information in the neighbourhood next to Memorial School.
- Worked with the Principal and Vice-Principal to accurately share information about the incident and solutions put in place.

Plastimet Fire Evacuation

- Worked with Health and Safety Officer to co-ordinate information flow about evacuation from the fire site to Hamilton Board of Education schools.
- Participated in follow-up sessions with Regional and City personnel.

Appendix I

PUBLICATIONS

Quickfinder

~ 20-page booklet distributed in October 1997; 3,000 copies

- School listing with name, address, phone and/or fax numbers, principal/vice-principal names, location and code, grades and map
- Trustee phone and ward information, schools by ward, trustee meeting information
- Federations and unions addresses, phone numbers and presidents
- Summary statistics of staffing and budgets
- List of officials and employees at Education Centre
- PA/Exam/Holiday schedule
- Budget overview

Cost: $2,050

Literacy Fact Sheet

~ double-sided single sheet distributed in April 1997; 34,000 copies

- Summary of literacy programs based on the Common Curriculum and Ministry standards, grades 1 through 9.

Cost: $2,416.15

New Ontario Curriculum Fact Sheet

~ double-sided single sheet distributed in September 1997; 40,000 copies

- Summary of new Ontario Curriculum, answering parents' questions and including phone numbers of Program Department and the Ministry of Education.
- Collaborative effort with The Wentworth County Board of Education.

Cost: $800

New Report Card Fact Sheet

~ double-sided single sheet distributed in November 1997; 40,000 copies

- Overview of the new Report Card, explaining marking system and process for parents' participation and comments.

Cost: printing paid for by Program Department

School Directory

~ double-sided legal-sized sheet; distributed in response to requests for information and for occasional staff

- School listing with names, addresses, phone and/or fax numbers, principal/vice-principal names, location and code, grades and map.
- updated twice a year.

Cost: $50

Facts and Figures Sheet

~ one-sided sheet; distributed in response to requests for information

- Summary of budget expenditures, student enrollment, staffing, schools and facilities

Cost: minimal

Director's Holiday Cards and Mailing List

- Determine the use of appropriate materials for greeting cards.
- Review current mailing lists, prepare labels and mail.

Calendar for Parents

~ annual publication distributed to schools in late August; 46,000 copies

- Four-page information package with photos, calendars for elementary and secondary and other information of interest to parents.
- Elementary and secondary calendars, previously printed as separate documents, were combined for $3,000 in cost savings.

Cost: $8,400

LOCAL EDUCATION IMPROVEMENT COMMITTEE

- Attendance at weekly LEIC meetings.
- Completion of a weekly summary which was communicated to all employees, schools, Home & School Associations and School Councils for both Hamilton and Wentworth Boards. This was done through a variety of vehicles, including electronic mail, PROFs, printed pages, internal mail and fax transmission.
- An LEIC site was established on the Hamilton Board website, where each summary was loaded and could be accessed through the home page.

INFORMATION LINE

- The 521-2508 Information Line has continued to receive an increasing number of calls. This is a result of the overall promotion of the phone number and its listing in the telephone book, as well as a general increase of inquiries related to education and Board issues from the public, parents and the media.
- Increased traffic on the line has produced a corresponding demand in follow-up on information requests.
- Voice mail has been helpful in that all callers, regardless of time of call, will receive follow-up to their queries.
- Results: Approximately 35-40 calls each day, more during increased times of attention. This is in addition to calls to Public Relations department employees on their direct lines.

REPORT TO THE COMMUNITY

- The Report to the Community was produced in November 1997, and documented the Hamilton Board of Education's successes, achievements, initiatives and public accountability.
- Printed in a one-page, broad-sheet format in the Hamilton Spectator, the Report was reproduced in a black and teal colour combination that gave visual emphasis to the Report. It was supported financially with advertising from the Hamilton Teachers' Credit Union.
- This strategy permits extra copies to be printed in a two-sided format for distribution to schools, employees, parents and the community, resulting in a broader outreach for the information.

- Information was gathered from sources throughout the system, including special forms completed by principals, superintendents and monitoring by the Public Relations department.

Cost: $5,500

Result: The Report to the Community was reproduced in 141,000 issues of the Hamilton Spectator on November 27, and 1500 additional, two-sided reports were reproduced for distribution.

TEACHER PROTEST

- Membership on the Strike Committee; developing initiatives for management of the strike situation.
- Respond to numerous phone calls over the periods prior to, during, and following the two-week teacher protest; inquiries were in areas of the protest, child-care reimbursement, Bill 160, complaints and comments.

Strike Information Line

- Updated daily with current information

~ 6,295 calls during two-week protest period

Website Strike Information Section

- Updated daily with information

~ 700 accesses during protest period

Ministry of Education Learning Materials

- Arrangements for downloading and duplication of materials, collaborating with the Roman Catholic Separate School Board
- Arrangements for distribution to Hamilton Public Library branches

~ Printing costs: $6,400

PUBLIC RELATIONS COUNSELING

- Working with school staff, principals, trustees and senior management, to offer public relations consulting on a broad range of issues and initiatives.
- Attendance at bi-weekly Administrators' meetings.
- Contribution to initiatives on EQAO results, new Ontario Curriculum, Provincial Report Card, and CAT/2 results.
- This is year-round on an as-needed basis.

Appendix I

PARENT CONFERENCE

~ on-going planning from November to April of each year, with the Conference held in late April

- Planning and organization of Parent Conference
- Collation, preparation and distribution of brochure promoting Conference
- All correspondence with sponsors and storefronts
- All budget functions
- Collation, preparation and distribution of Conference pamphlet
- Collate registration forms
- Arrangements for keynote speaker

Costs: Net cost of $2,000

Results: More than 550 parents registered for the 1997 Parent Conference, held at Westdale Secondary. For the second year in a row, the Conference Committee received an Award of Merit from the Canadian Association of Communicators in Education.

ADULT AND CONTINUING EDUCATION

- Working with Adult and Continuing Education staff, determined a new approach to publicizing the annual calendar of courses and programs.
- Managed design and printing process of Adult and Continuing Education brochure, and determined distribution method through insertion in the Hamilton Spectator.
- Achieved a fresh and bold visual identity for the Adult and Continuing Education brochure, which was incorporated into letterhead for further flexibility in communicating programs.
- This initiative was supported by an advertising campaign on the local radio stations during a custom-designed rotation of air-time.

Result: on-time delivery of 120,000 copies to the Spectator and 380,000 impressions (opportunities for the message to be heard) from the radio spots.

TESCOR PROJECT COMMUNICATION PLANNING

- Working with the Superintendent of Administrative and Operational Services and the energy management provider Tescor, the Public Relations department is developing a communications plan for internal and external audiences.
- Items covered in the communications plan will include the benefits of the retrofitting to the Board, the educational and environmental components, and the establishment of the Eco-Lab.

INDUSTRY-EDUCATION COUNCIL

- Ongoing liaison with IEC personnel to facilitate sessions and programs throughout the Board system.
- Participation in IEC-sponsored events re: the link between childhood poverty and learning, Take Our Kids to Work Day and Partners in Learning program.

SPEECHES

Wrote and produced speeches, correspondence and remarks for the Chairman, Trustees and members of Senior Management.

DANGEROUS/SUSPICIOUS STRANGER REPORTING

~ on-going throughout the year

- Take information from school(s) and ensure communication to nearby schools.
- Relay information from schools to Hamilton-Wentworth Regional Police Service public relations department to determine extent of warning to schools and community.

Results: 39 incidents reported and followed-up

150TH ANNIVERSARY

- Donation of $2,000 for costs (ribbons, etc.)
- Budget tracking for income and outflow related to promotional items
- Funds from PR budget to cover potential shortfall on printing costs of *150 Years of Excellence* book

TOURS

- Respond and prepare tours for classes of the Education Centre and/or Board Room area
- Japanese visitors (September 1997) - a three-day visit from Ibaraki School Board in Japan, involving arrangements for 22 visitors to spend time at three of our schools, plus introduction session at the Board and evening hosted by the Japanese group

VOLUNTEER RECOGNITION

- Identify and order quantities of volunteer recognition items, such as stick pens, lapel pins, logo pens, clocks, calculators, etc.
- Receive/process requests for 1,400 Volunteer Recognition certificates and 2,500 foil labels
- Order and distribute Volunteer badges to schools

Costs: $750 for certificates and labels; other costs vary according to item and quantity

OUTSTANDING ACHIEVEMENT RECOGNITION

- Arrange for "outstanding" achievements to receive recognition at Board meetings
- Contact with person, preparation of certificate and speech for Chairman

Costs: $250 for 150 certificates and plaques

PUBLIC INFORMATION CENTRE

- Maintain information brochures for public outside Director's Office on 4th Floor

BUDGET

- Monitoring of budget flow on computerized accounting program, Quicken

TO:	The Chairman and Members of Operations and Finance Committee 1997 12 09
FROM:	Lucy Veerman, Acting Senior Financial Officer and Treasurer
PREPARED BY:	Irene Polidori, Manager, Financial Services
RE:	Interim Financial Status Report - October 31, 1997
REPORT:	Information

Background:

The Financial Status Report is prepared using a modified cash basis. This method of reporting records expenditures and revenues as they are paid or received. Commitments are included in the expenditures.

This report is for the ten month period ended October 31, 1997 and contains:
. Comparative Summary by Superintendent
. Comparative Summary of Revenue
. Account Detail by Superintendent for Current Period
. Comparative Fund Management Summary
. Comparative Continuity Schedules for Reserves

Issue:

To review the financial status of The Board of Education for the City of Hamilton for the ten month period ended October 31, 1997, using the modified cash basis.

Recommendation:

That the report be received for information.

Attachment:

The Interim Financial Status Report for October 31, 1997.

The Board of Education for the City of Hamilton
Interim Financial Status Report - Modified Cash Basis
For the Period Ended October 31, 1997

EXPENDITURES		Director & Secretary 1997	Director & Secretary 1996	Program Services 1997	Program Services 1996	Superintendents of Schools 1997	Superintendents of Schools 1996	French Language Section 1997	French Language Section 1996
Remuneration									
Salaries & Wages	$	514,731	578,348	7,075,867	7,042,002	390,234	143,081,646 *	2,168,640	2,344,147
Employee Benefits		0	0	0	0	0	0	0	0
	Actual	514,731	578,348	7,075,867	7,042,002	390,234	143,081,646	2,168,640	2,344,147
	Budget	632,790	651,739	8,743,719	8,854,962	489,892	166,460,917	2,662,652	2,774,217
	% Spent	81.3%	88.7%	80.9%	79.5%	79.7%	86.0%	81.4%	84.5%
Fixed									
Energy		0	0	0	0	0	0	0	0
Debt Charges		0	0	0	0	0	0	0	0
Capital Lease		0	0	8,551	0	0	0	0	0
Fees & Contractuals		0	0	71,570	52,006	0	0	44,056	44,188
Tuition Fees		0	0	0	0	0	0	123,651	112,782
Charge Back of Taxes		0	0	0	0	0	0	0	0
	Actual	0	0	80,121	52,006	0	0	167,707	156,970
	Budget	0	0	96,394	90,000	0	0	271,723	242,109
	% Spent	0.0%	0.0%	83.1%	57.8%	0.0%	0.0%	61.7%	64.8%
Variable									
Consumables									
Travel Expense		19,341	20,912	40,055	45,132	29,135	31,266	1,818	1,552
Personnel Training		14,182	12,358	11,292	12,573	9,966	7,741	4,843	4,060
Bursaries & Student Aid		0	0	33,965	54,052	0	0	900	850
Books, Films & Software		731	1,472	55,263	60,190	452,280	382,378	12,694	11,240
Supplies & Services		43,350	49,909	268,861	333,091	3,085,902	3,131,397	59,499	75,265
Other Expense		205,557	100,552	134,535	122,729	6,159	8,801	2,930	4,437
		283,161	185,203	543,971	627,767	3,583,442	3,561,583	82,684	97,404
Contractuals									
Rentals - Other		0	0	25,378	30,365	4,201	3,226	9,817	11,345
Fees & Contractuals - Other		73,195	37,947	77,485	24,081	77,323	39,074	19,617	11,813
		73,195	37,947	102,863	54,446	81,524	42,300	29,434	23,158
Capital									
Repairs, Bldgs. & Grounds		0	0	0	0	0	2,368	0	0
New/Repl. Equipment - Other		1,021	0	41,369	133,906	45,521	22,613	6,521	1,355
Capital from Current		0	0	0	0	59,527	34,227	0	0
Permanent Improvements		0	0	0	0	357	5,881	0	0
		1,021	0	41,369	133,906	105,405	65,089	6,521	1,355
Other									
Transfer to Reserves		0	0	0	0	0	0	0	0
	Actual	357,377	223,150	688,203	816,119	3,770,371	3,668,972	118,639	121,917
	Budget	327,882	335,923	998,206	970,858	5,386,961	5,509,821	197,492	187,233
	% Spent	109.0%	66.4%	68.9%	84.1%	70.0%	66.6%	60.1%	65.1%
TOTAL ACTUAL	$	872,108	801,498	7,844,191	7,910,127	4,160,605	146,750,618	2,454,986	2,623,034
TOTAL BUDGET	$	960,672	987,662	9,838,319	9,915,820	5,876,853	171,970,738	3,131,867	3,203,559
	% Spent	90.8%	81.2%	79.7%	79.8%	70.8%	85.3%	78.4%	81.9%

* Salaries & Wages for school personnel, budgeted in 1996 under Superintendent of Schools, are budgeted in 1997 under Superintendent of Human Resources.

The Board of Education for the City of Hamilton
Interim Financial Status Report - Modified Cash Basis
For the Period Ended October 31, 1997

EXPENDITURES		Admin. & Operational Services 1997	Admin. & Operational Services 1996	Human Resources 1997	Human Resources 1996	Financial Services 1997	Financial Services 1996	Total 1997	Total 1996
Remuneration									
Salaries & Wages	$	2,372,200	2,408,095	141,706,344 *	4,531,989	1,194,474	1,355,985	155,422,490	161,342,212
Employee Benefits		0	0	18,270,288	18,686,116	0	0	18,270,288	18,686,116
	Actual	2,372,200	2,408,095	159,976,632	23,218,105	1,194,474	1,355,985	173,692,778	180,028,328
	Budget	2,927,126	2,922,550	191,254,593	31,486,814	1,626,955	1,670,295	208,337,727	214,821,494
	% Spent	81.0%	82.4%	83.6%	73.7%	73.4%	81.2%	83.4%	83.8%
Fixed									
Energy		4,076,165	4,510,376	0	0	0	0	4,076,165	4,510,376
Debt Charges		0	0	0	0	3,517,778	1,909,016	3,517,778	1,909,016
Capital Lease		3,196,957	2,923,782	0	0	0	0	3,205,508	2,923,782
Fees & Contractuals		0	0	0	0	3,329,715	3,808,661	3,445,341	3,904,855
Tuition Fees		0	0	0	0	3,049,691	2,856,154	3,173,342	2,968,936
Charge Back of Taxes		0	0	0	0	2,741,407	2,981,018	2,741,407	2,981,018
	Actual	7,273,122	7,434,158	0	0	12,638,591	11,554,849	20,159,541	19,197,983
	Budget	8,783,667	8,998,667	0	0	17,191,710	17,006,523	26,343,494	26,337,299
	% Spent	82.8%	82.6%	0.0%	0.0%	73.5%	67.9%	76.5%	72.9%
Variable									
Consumables									
Travel Expense		20,816	18,843	18,091	14,972	2,556	1,846	131,812	134,523
Personnel Training		6,160	8,282	25,043	18,622	7,632	9,448	79,118	73,084
Bursaries & Student Aid		0	0	0	0	0	0	34,865	54,902
Books, Films & Software		134,643	65,376	8,156	8,553	3,347	2,849	667,114	532,058
Supplies & Services		1,889,778	2,426,754	198,604	249,298	113,378	75,501	5,659,372	6,341,215
Other Expense		765	162	1,924	3,650	160,992	556,423	512,862	796,754
		2,052,162	2,519,417	251,818	295,095	287,905	646,067	7,085,143	7,932,536
Contractuals									
Rentals - Other		14,041	9,547	8,959	4,817	0	0	62,396	59,300
Fees & Contractuals - Other		81,707	57,492	124,869	163,120	96,410	76,243	550,606	409,770
		95,748	67,039	133,828	167,937	96,410	76,243	613,002	469,070
Capital									
Repairs, Bldgs. & Grounds		2,464,549	2,733,918	0	0	0	0	2,464,549	2,736,286
New/Repl. Equipment - Other		237,124	353,949	43,483	55,491	7,592	0	382,631	567,314
Capital from Current		2,176,731	1,268,674	0	0	0	0	2,236,258	1,302,901
Permanent Improvements		83,925	12,371	0	0	83,057	658,925	167,339	677,177
		4,962,329	4,368,912	43,483	55,491	90,649	658,925	5,250,777	5,283,678
Other									
Transfer to Reserves		0	0	0	0	0	0	0	0
	Actual	7,110,239	6,955,368	429,129	518,523	474,964	1,381,235	12,948,922	13,685,284
	Budget	8,865,601	7,702,129	580,038	751,877	1,533,266	1,309,817	17,889,446	16,767,658
	% Spent	80.2%	90.3%	74.0%	69.0%	31.0%	105.5%	72.4%	81.6%
TOTAL ACTUAL	$	16,755,561	16,797,621	160,405,761	23,736,628	14,308,029	14,292,069	206,801,241	212,911,595
TOTAL BUDGET	$	20,576,394	19,623,346	191,834,631	32,238,691	20,351,931	19,986,635	252,570,667	257,926,451
	% Spent	81.4%	85.6%	83.6%	73.6%	70.3%	71.5%	81.9%	82.5%

* Salaries & Wages for school personnel, budgeted in 1996 under Superintendent of Schools, are budgeted in 1997 under Superintendent of Human Resources.

The Board of Education for the City of Hamilton
Interim Financial Status Report - Modified Cash Basis
For the Ten Month Period Ended October 31, 1997

REVENUES		1997 Actual	1997 Budget	%	1996 Actual	1996 Budget	%
Local Taxation							
Municipal Levy	$	135,498,873	162,675,455	83.3%	133,946,478	161,073,682	83.2%
Supplementary Taxes, Telephone and Telegraph Receipts Payments in Lieu, Surplus (Deficit)		(437,930)	4,600,351	-9.5%	3,352,008	7,996,209	41.9%
		135,060,943	167,275,806	80.7%	137,298,486	169,069,891	81.2%
Government of Ontario							
General Legislative Grants		54,722,939	70,498,812	77.6%	58,577,336	73,332,034	79.9%
Other Provincial Revenue		453,399	455,700	99.5%	661,755	1,821,300	36.3%
		55,176,338	70,954,512	77.8%	59,239,091	75,153,334	78.8%
Other							
Tuition Fees		7,340,803	9,682,579	75.8%	7,618,374	12,061,920	63.2%
Transfers from Reserves		3,150,000	3,150,000	0.0%	0	0	0.0%
Other Revenue		1,004,791	1,507,770	66.6%	733,003	1,641,306	44.7%
		11,495,594	14,340,349	80.2%	8,351,377	13,703,226	60.9%
TOTAL	$	201,732,875	252,570,667	79.9%	204,888,954	257,926,451	79.4%

The Board of Education for the City of Hamilton
Summary of Financial Information - Director

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
CLERICAL & TECHNICAL STAFF		30,803.00	19,260.99	11,542.01	
SUPERVISORY & ADMINISTRATIVE STAFF		341,772.00	279,084.85	62,687.15	
*** SALARIES AND WAGES**	*	**372,575.00**	**298,345.84**	**74,229.16**	**80.1%**
TRAVEL EXPENSE					
TRAVEL ALLOWANCE		1,360.00	1,133.30	226.70	
TRAVEL REIMBURSEMENT		2,259.00	0.00	2,259.00	
*** TRAVEL EXPENSE**	*	**3,619.00**	**1,133.30**	**2,485.70**	**31.3%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		8,855.00	7,463.16	1,391.84	
*** PERSONNEL TRAINING**	*	**8,855.00**	**7,463.16**	**1,391.84**	**84.3%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		500.00	639.25	(139.25)	
COMPUTER SOFTWARE		400.00	0.00	400.00	
*** BOOKS/FILMS AND SOFTWARE**	*	**900.00**	**639.25**	**260.75**	**71.0%**
SUPPLIES AND SERVICES					
ADVERTISING		7,900.00	2,304.37	5,595.63	
GENERAL SUPPLIES		38,170.00	13,691.31	24,478.69	
PHOTOCOPIER		4,000.00	3,524.64	475.36	
PRINTING		26,900.00	19,940.48	6,959.52	
REPAIRS-FURNITURE & EQUIPMENT		250.00	0.00	250.00	
*** SUPPLIES AND SERVICES**	*	**77,220.00**	**39,460.80**	**37,759.20**	**51.1%**
CAPITAL EXPENDITURES					
FURNITURE & EQUIPMENT		0.00	550.00	(550.00)	
VANDALISM		853.00	0.00	853.00	
*** CAPITAL EXPENDITURES**	*	**853.00**	**550.00**	**303.00**	**64.5%**
FEES AND CONTRACTUAL SERVICES					
INDUSTRIAL EDUCATION COUNCIL		33,000.00	27,469.86	5,530.14	
PROFESSIONAL FEES		12,000.00	24,985.04	(12,985.04)	
*** FEES AND CONTRACTUAL SERVICES**	*	**45,000.00**	**52,454.90**	**(7,454.90)**	**116.6%**
OTHER					
ASSOC MEMBERSHIP FEES - BOARD		79,495.00	76,762.23	2,732.77	
GRANTS TO ORGS AND INSTITUTNS		15,490.00	10,368.44	5,121.56	
INT'L STUDENT RECRUITMENT		0.00	104,122.41	(104,122.41)	
MISCELLANEOUS		3,450.00	5,293.19	(1,843.19)	
SPECIAL EVENTS		20,000.00	5,541.04	14,458.96	
*** OTHER**	*	**118,435.00**	**202,087.31**	**(83,652.31)**	**170.6%**
	$	**627,457.00**	**602,134.56**	**25,322.44**	**96.0%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Trustees

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
TRUSTEE HONORARIA		260,215.00	216,384.70	43,830.30	
*** SALARIES AND WAGES**	*	**260,215.00**	**216,384.70**	**43,830.30**	**83.2%**
TRAVEL EXPENSE					
TRAVEL ALLOWANCE		21,850.00	18,207.70	3,642.30	
*** TRAVEL EXPENSE**	*	**21,850.00**	**18,207.70**	**3,642.30**	**83.3%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		14,650.00	6,719.15	7,930.85	
*** PERSONNEL TRAINING**	*	**14,650.00**	**6,719.15**	**7,930.85**	**45.9%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		300.00	92.00	208.00	
*** BOOKS/FILMS AND SOFTWARE**	*	**300.00**	**92.00**	**208.00**	**30.7%**
SUPPLIES AND SERVICES					
BOARD COMMITTEE MEETINGS		9,000.00	6,260.74	2,739.26	
BOARD MINUTES		8,000.00	(3,000.00)	11,000.00	
GENERAL SUPPLIES		200.00	145.20	54.80	
PRINTING		200.00	251.76	(51.76)	
REPAIRS-FURNITURE & EQUIPMENT		800.00	231.50	568.50	
*** SUPPLIES AND SERVICES**	*	**18,200.00**	**3,889.20**	**14,310.80**	**21.4%**
CAPITAL EXPENDITURES					
FURNITURE & EQUIPMENT		0.00	470.72	(470.72)	
*** CAPITAL EXPENDITURES**	*	**0.00**	**470.72**	**(470.72)**	
FEES AND CONTRACTUAL SERVICES					
LEGAL FEES		15,000.00	20,740.47	(5,740.47)	
*** FEES AND CONTRACTUAL SERVICES**	*	**15,000.00**	**20,740.47**	**(5,740.47)**	**138.3%**
OTHER					
MISCELLANEOUS		3,000.00	3,469.51	(469.51)	
*** OTHER**	*	**3,000.00**	**3,469.51**	**(469.51)**	**115.7%**
	$	**333,215.00**	**269,973.45**	**63,241.55**	**81.0%**

Note: Board Minutes - - - For binding of recorded minutes; services not provided to month end.

The Board of Education for the City of Hamilton
Summary of Financial Information - Program Services

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
CLERICAL & TECHNICAL STAFF		708,805.00	560,728.75	148,076.25	
EDUCATIONAL ASSISTANTS		107,935.00	107,623.62	311.38	
RECOV SALARIES-APPRVD FACILITY		1,731,178.00	1,634,217.33	96,960.67	
RECOVERABLE SALARIES - OTHER		115,123.00	68,181.71	46,941.29	
SPECIALIZED SERVICES STAFF		1,872,701.00	1,521,160.73	351,540.27	
SUPERVISORY & ADMINISTRATIVE STAFF		2,016,533.00	1,553,003.67	463,529.33	
TEACHING STAFF		321,444.00	226,685.28	94,758.72	
TEACHING STAFF - CONT. ED.		1,750,000.00	1,309,219.87	440,780.13	
TEMP ASSIST CURR DEVELOPMENT		45,000.00	27,400.00	17,600.00	
TEMPORARY ASSISTANCE		75,000.00	67,645.87	7,354.13	
*** SALARIES AND WAGES**	*****	**8,743,719.00**	**7,075,866.83**	**1,667,852.17**	**80.9%**
TRAVEL EXPENSE					
OTHER TRAVEL EXPENSES		800.00	550.00	250.00	
RECOVERABLE TRAVEL EXPENSES		3,200.00	2,615.96	584.04	
TRAVEL ALLOWANCE		2,500.00	2,036.92	463.08	
TRAVEL REIMBURSEMENT		53,500.00	34,852.06	18,647.94	
*** TRAVEL EXPENSE**	*****	**60,000.00**	**40,054.94**	**19,945.06**	**66.8%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		17,500.00	11,291.50	6,208.50	
*** PERSONNEL TRAINING**	*****	**17,500.00**	**11,291.50**	**6,208.50**	**64.5%**
BURSARIES AND STUDENT AID					
BURSARIES		90,000.00	33,965.00	56,035.00	
*** BURSARIES AND STUDENT AID**	*****	**90,000.00**	**33,965.00**	**56,035.00**	**37.7%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		53,750.00	47,737.29	6,012.71	
CLASS TEXTS		0.00	2,139.73	(2,139.73)	
COMPUTER SOFTWARE		19,200.00	3,630.11	15,569.89	
LIBRARY BOOKS-CURRIC RESOURCES		0.00	1,755.61	(1,755.61)	
*** BOOKS/FILMS AND SOFTWARE**	*****	**72,950.00**	**55,262.74**	**17,687.26**	**75.8%**

Note: Class Texts & Library Books - Curric Resources - - -
Budget for these items included with budget for Books/Films & Tapes.

Note: Printing (page 2) - - - Resource documents to support MET mandated curriculum.

The Board of Education for the City of Hamilton
Summary of Financial Information - Program Services

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
SUPPLIES AND SERVICES					
ADVERTISING		40,000.00	33,732.80	6,267.20	
CARETAKING SUPPLIES		4,800.00	3,987.96	812.04	
GENERAL SUPPLIES		100,130.00	78,242.24	21,887.76	
INSTRUCTIONAL SUPPLIES		112,205.00	25,783.12	86,421.88	
PHOTOCOPIER		21,720.00	13,503.03	8,216.97	
PRINTING		24,000.00	34,917.02	(10,917.02)	
RECOVERABLE SUPPLIES & SERVICE		78,250.00	55,074.45	23,175.55	
REPAIRS-FURNITURE & EQUIPMENT		7,650.00	10,211.95	(2,561.95)	
TELECOMMUNICATION SERVICES		8,500.00	11,656.30	(3,156.30)	
TRANSLATION SERVICES		2,400.00	1,752.50	647.50	
*** SUPPLIES AND SERVICES**	*	**399,655.00**	**268,861.37**	**130,793.63**	**67.3%**
CAPITAL EXPENDITURES					
CAPITAL LEASE		11,394.00	8,550.93	2,843.07	
FURNITURE & EQUIPMENT		29,500.00	32,511.54	(3,011.54)	
RECOVERABLE - FURN & EQUIP		1,000.00	8,857.68	(7,857.68)	
*** CAPITAL EXPENDITURES**	*	**41,894.00**	**49,920.15**	**(8,026.15)**	**119.2%**
RENTALS					
FURNITURE & EQUIPMENT - RENTAL		1,000.00	713.06	286.94	
INSTRUCTIONAL ACCOMMODATION		23,280.00	10,779.61	12,500.39	
RECOVERABLE INSTR ACCOMMODATION		4,500.00	4,371.24	128.76	
RECREATION FACILITIES		24,500.00	9,514.17	14,985.83	
*** RENTALS**	*	**53,280.00**	**25,378.08**	**27,901.92**	**47.6%**
FEES AND CONTRACTUAL SERVICES					
MEDICAL FEES		25,000.00	11,589.40	13,410.60	
PROFESSIONAL FEES		77,601.00	65,678.93	11,922.07	
PUBLIC TRANSIT FARES		65,000.00	62,245.27	2,754.73	
ROYALTIES		0.00	216.85	(216.85)	
TAXIS - CHARTERED BUSES		20,000.00	9,324.65	10,675.35	
*** FEES AND CONTRACTUAL SERVICES**	*	**187,601.00**	**149,055.10**	**38,545.90**	**79.5%**
OTHER					
ATHLETIC PROGRAM EXPENSES		136,820.00	94,356.43	42,463.57	
ATHLETIC PROGRAM SUBSIDY		30,400.00	30,075.00	325.00	
MISCELLANEOUS		4,500.00	10,103.89	(5,603.89)	
*** OTHER**	*	**171,720.00**	**134,535.32**	**37,184.68**	**78.3%**
	$	**9,838,319.00**	**7,844,191.03**	**1,994,127.97**	**79.7%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Superintendent of Schools

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
SALARIES & WAGES					
SUPERVISORY & ADMINISTRATIVE STAFF		488,292.00	389,978.60	98,313.40	
TEMPORARY ASSISTANCE		1,600.00	255.75	1,344.25	
*** SALARIES & WAGES**	*	**489,892.00**	**390,234.35**	**99,657.65**	**79.7%**
TRAVEL EXPENSE					
TRAVEL ALLOWANCE		5,000.00	3,645.95	1,354.05	
TRAVEL REIMBURSEMENT		50,000.00	25,489.20	24,510.80	
*** TRAVEL EXPENSE**	*	**55,000.00**	**29,135.15**	**25,864.85**	**53.0%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		40,000.00	9,966.14	30,033.86	
*** PERSONNEL TRAINING**	*	**40,000.00**	**9,966.14**	**30,033.86**	**24.9%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		3,000.00	2,812.88	187.12	
COMPUTER SOFTWARE		600.00	0.00	600.00	
*** BOOKS/FILMS AND SOFTWARE**	*	**3,600.00**	**2,812.88**	**787.12**	**78.1%**
SUPPLIES AND SERVICES					
CARETAKING SUPPLIES		4,826.00	2,828.51	1,997.49	
GARBAGE COLLECTION		2,000.00	408.83	1,591.17	
GENERAL SUPPLIES		15,000.00	6,654.12	8,345.88	
INSTRUCTIONAL SUPPLIES		70,845.00	35,522.79	35,322.21	
PRINTING		11,000.00	507.99	10,492.01	
REPAIRS-FURNITURE & EQUIPMENT		62,025.00	40,681.14	21,343.86	
TELECOMMUNICATION SERVICES		17,500.00	9,884.17	7,615.83	
*** SUPPLIES AND SERVICES**	*	**183,196.00**	**96,487.55**	**86,708.45**	**52.7%**
CAPITAL EXPENDITURES					
CAPITAL FROM CURRENT		100,000.00	59,527.15	40,472.85	
FURNITURE & EQUIPMENT		4,000.00	5,812.68	(1,812.68)	
VANDALISM		42,647.00	357.18	42,289.82	
*** CAPITAL EXPENDITURES**	*	**146,647.00**	**65,697.01**	**80,949.99**	**44.8%**
FEES AND CONTRACTUAL SERVICES					
LICENSES		41,000.00	77,323.11	(36,323.11)	
*** FEES AND CONTRACTUAL SERVICES**	*	**41,000.00**	**77,323.11**	**(36,323.11)**	**188.6%**

Note: Licenses - - - Cancopy License. Ministry is no longer paying one half of the costs.

The Board of Education for the City of Hamilton
Summary of Financial Information - Superintendent of Schools

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
OTHER					
AREA INITIATIVES		10,000.00	200.00	9,800.00	
MISCELLANEOUS		5,000.00	1,159.08	3,840.92	
SCHOOL LEVEL P.R.		5,000.00	4,800.00	200.00	
*** OTHER**	*	**20,000.00**	**6,159.08**	**13,840.92**	30.8%
	$	**979,335.00**	**677,815.27**	**301,519.73**	69.2%

The Board of Education for the City of Hamilton
Summary of Financial Information - Supt Of Schools - School Budgets

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
BOOKS/FILMS AND SOFTWARE					
CLASS TEXTS		345,935.00	356,705.36	(10,770.36)	
COMPUTER SOFTWARE		52,590.00	8,147.15	44,442.85	
LIBRARY BOOKS-CURRIC RESOURCES		241,839.00	84,613.72	157,225.28	
*** BOOKS/FILMS AND SOFTWARE**	*	**640,364.00**	**449,466.23**	**190,897.77**	**70.2%**
SUPPLIES AND SERVICES					
CARETAKING SUPPLIES		506,901.00	425,489.16	81,411.84	
COMMENCE EXERCISES/FIELD TRIPS		41,339.00	41,339.00	0.00	
GENERAL SUPPLIES		84,460.00	74,902.82	9,557.18	
INSTRUCTIONAL SUPPLIES		3,030,832.00	2,069,195.74	961,636.26	
POSTAGE		36,205.00	15,483.47	20,721.53	
PRINTING		74,659.00	53,029.41	21,629.59	
REPAIRS-FURNITURE & EQUIPMENT		170,930.00	115,642.34	55,287.66	
TELECOMMUNICATION SERVICES		239,628.00	194,332.54	45,295.46	
*** SUPPLIES AND SERVICES**	*	**4,184,954.00**	**2,989,414.48**	**1,195,539.52**	**71.4%**
CAPITAL EXPENDITURES					
FURNITURE & EQUIPMENT		71,700.00	39,708.26	31,991.74	
*** CAPITAL EXPENDITURES**	*	**71,700.00**	**39,708.26**	**31,991.74**	**55.4%**
RENTALS					
FURNITURE & EQUIPMENT - RENTAL		500.00	4,201.21	(3,701.21)	
*** RENTALS**	*	**500.00**	**4,201.21**	**(3,701.21)**	**840.2%**
	$	**4,897,518.00**	**3,482,790.18**	**1,414,727.82**	**71.1%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Superintendent of Schools - FLS

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
CARETAKING & MAINTENANCE STAFF		188,993.00	122,458.89	66,534.11	
CLERICAL & TECHNICAL STAFF		155,924.00	124,503.02	31,420.98	
LUNCHROOM SUPERVISORS		2,775.00	2,004.86	770.14	
PRINCIPALS AND VICE PRINCIPALS		166,272.00	141,331.15	24,940.85	
RECOV SALARIES-STAFF ON LOAN		89,171.00	77,345.45	11,825.55	
RECOVERABLE SALARIES - OTHER		3,500.00	0.00	3,500.00	
SUPERVISORY & ADMINISTRATIVE STAFF		156,241.00	139,866.89	16,374.11	
TEACHING STAFF		1,893,976.00	1,561,129.97	332,846.03	
TEMP ASSIST CURR DEVELOPMENT		4,700.00	0.00	4,700.00	
TEMPORARY ASSISTANCE		1,100.00	0.00	1,100.00	
*** SALARIES AND WAGES**	*****	**2,662,652.00**	**2,168,640.23**	**494,011.77**	**81.4%**
TRAVEL EXPENSE					
OTHER TRAVEL EXPENSES		100.00	0.00	100.00	
TRAVEL ALLOWANCE		1,250.00	1,041.70	208.30	
TRAVEL REIMBURSEMENT		1,227.00	775.83	451.17	
*** TRAVEL EXPENSE**	*****	**2,577.00**	**1,817.53**	**759.47**	**70.5%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		6,100.00	4,843.37	1,256.63	
*** PERSONNEL TRAINING**	*****	**6,100.00**	**4,843.37**	**1,256.63**	**79.4%**
BURSARIES AND STUDENT AID					
BURSARIES		2,160.00	900.00	1,260.00	
*** BURSARIES AND STUDENT AID**	*****	**2,160.00**	**900.00**	**1,260.00**	**41.7%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		220.00	122.34	97.66	
COMPUTER SOFTWARE		190.00	0.00	190.00	
*** BOOKS/FILMS AND SOFTWARE**	*****	**410.00**	**122.34**	**287.66**	**29.8%**
SUPPLIES AND SERVICES					
GENERAL SUPPLIES		1,309.00	844.05	464.95	
PRINTING		1,000.00	0.00	1,000.00	
REPAIRS-FURNITURE & EQUIPMENT		300.00	0.00	300.00	
TRANSLATION SERVICES		7,500.00	535.36	6,964.64	
*** SUPPLIES AND SERVICES**	*****	**10,109.00**	**1,379.41**	**8,729.59**	**13.6%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Superintendent of Schools - FLS

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
REPAIRS - LANDSCAPING					
REPAIRS-BUILDINGS & GROUNDS		685.00	0.00	685.00	
*** REPAIRS - LANDSCAPING**	*	**685.00**	**0.00**	**685.00**	**0.0%**
CAPITAL EXPENDITURES					
CAPITAL FROM CURRENT		1,490.00	0.00	1,490.00	
FURNITURE & EQUIPMENT		3,908.00	6,520.58	(2,612.58)	
PERMANENT IMPROVEMENTS		685.00	0.00	685.00	
VANDALISM		2,559.00	0.00	2,559.00	
*** CAPITAL EXPENDITURES**	*	**8,642.00**	**6,520.58**	**2,121.42**	**75.5%**
RENTALS					
RECREATION FACILITIES		5,000.00	1,385.21	3,614.79	
SITES		16,000.00	8,431.61	7,568.39	
*** RENTALS**	*	**21,000.00**	**9,816.82**	**11,183.18**	**46.7%**
FEES AND CONTRACTUAL SERVICES					
PROFESSIONAL FEES		22,000.00	19,616.79	2,383.21	
PUBLIC TRANSIT FARES		58,680.00	44,056.00	14,624.00	
*** FEES AND CONTRACTUAL SERVICES**	*	**80,680.00**	**63,672.79**	**17,007.21**	**78.9%**
TRANSFERS TO OTHER BOARDS					
TUITION FEES - BDS WITHIN ONT		213,043.00	123,651.00	89,392.00	
*** TRANSFERS TO OTHER BOARDS**	*	**213,043.00**	**123,651.00**	**89,392.00**	**58.0%**
OTHER					
AREA INITIATIVES		9,870.00	1,730.00	8,140.00	
ATHLETIC PROGRAM EXPENSES		1,580.00	0.00	1,580.00	
ATHLETIC PROGRAM SUBSIDY		1,200.00	1,200.00	0.00	
MISCELLANEOUS		990.00	0.00	990.00	
SCHOOL LEVEL P.R.		2,240.00	0.00	2,240.00	
*** OTHER**	*	**15,880.00**	**2,930.00**	**12,950.00**	**18.5%**
	$	**3,023,938.00**	**2,384,294.07**	**639,643.93**	**78.8%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Supt Of Schools - Fls - School Budgets

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
BOOKS/FILMS AND SOFTWARE					
CLASS TEXTS		8,506.00	7,476.04	1,029.96	
COMPUTER SOFTWARE		1,006.00	646.26	359.74	
LIBRARY BOOKS-CURRIC RESOURCES		8,880.00	4,448.98	4,431.02	
*** BOOKS/FILMS AND SOFTWARE**	*	**18,392.00**	**12,571.28**	**5,820.72**	**68.4%**
SUPPLIES AND SERVICES					
CARETAKING SUPPLIES		8,715.00	9,722.95	(1,007.95)	
COMMENCE EXERCISES/FIELD TRIPS		500.00	500.00	0.00	
GENERAL SUPPLIES		2,635.00	1,825.21	809.79	
INSTRUCTIONAL SUPPLIES		53,533.00	27,504.41	26,028.59	
POSTAGE		2,735.00	1,928.88	806.12	
PRINTING		4,232.00	4,470.72	(238.72)	
REPAIRS-FURNITURE & EQUIPMENT		10,832.00	5,191.80	5,640.20	
TELECOMMUNICATION SERVICES		6,355.00	6,976.77	(621.77)	
*** SUPPLIES AND SERVICES**	*	**89,537.00**	**58,120.74**	**31,416.26**	**64.9%**
	$	**107,929.00**	**70,692.02**	**37,236.98**	**65.5%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Administrative & Operational Services

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
CARETAKING & MAINTENANCE STAFF		666,228.00	516,292.53	149,935.47	
CLERICAL & TECHNICAL STAFF		1,457,064.00	1,266,753.64	190,310.36	
SALARIES CHARGEBACK/CLEARING		(666,228.00)	(477,970.02)	(188,257.98)	
SUPERVISORY & ADMINISTRATIVE STAFF		1,169,362.00	810,230.29	359,131.71	
TEMPORARY ASSISTANCE		300,700.00	256,893.22	43,806.78	
*** SALARIES AND WAGES**	*	**2,927,126.00**	**2,372,199.66**	**554,926.34**	**81.0%**
TRAVEL EXPENSE					
TRAVEL ALLOWANCE		1,250.00	1,041.70	208.30	
TRAVEL REIMBURSEMENT		24,870.00	19,773.90	5,096.10	
*** TRAVEL EXPENSE**	*	**26,120.00**	**20,815.60**	**5,304.40**	**79.7%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		5,213.00	6,160.14	(947.14)	
*** PERSONNEL TRAINING**	*	**5,213.00**	**6,160.14**	**(947.14)**	**118.2%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		11,200.00	5,764.77	5,435.23	
COMPUTER SOFTWARE		167,505.00	127,866.34	39,638.66	
LIBRARY BOOKS-CURRIC RESOURCES		0.00	1,011.84	(1,011.84)	
*** BOOKS/FILMS AND SOFTWARE**	*	**178,705.00**	**134,642.95**	**44,062.05**	**75.3%**
ENERGY COSTS					
FUEL OIL		4,000.00	2,779.42	1,220.58	
GASOLINE AND PROPANE		25,000.00	20,777.37	4,222.63	
HYDRO		3,400,000.00	2,441,453.09	958,546.91	
NATURAL GAS		2,200,000.00	1,611,155.11	588,844.89	
*** ENERGY COSTS**	*	**5,629,000.00**	**4,076,164.99**	**1,552,835.01**	**72.4%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Administrative & Operational Services

Data as of: 1997 10 31

	Budget	Actuals	Balance	% Spent
SUPPLIES AND SERVICES				
Administrative Services				
Telecommunication Services	267,188.00	158,323.05	108,864.95	
Cellular Telephones	9,500.00	8,983.71	516.29	
Postage	56,500.00	55,923.67	576.33	
Cartage	230,000.00	168,413.93	61,586.07	
Offsite Parking Charges	4,845.00	217.63	4,627.37	
Offset - DR Clrng	150,000.00	138,404.56	11,595.44	
Offset - CR Clrng	(150,000.00)	(79,641.30)	(70,358.70)	
	568,033.00	450,625.25	117,407.75	
Plant Services				
Water-Sewage	475,000.00	429,015.80	45,984.20	
Garbage Collection	300,000.00	217,309.44	82,690.56	
Pest Control Services	16,000.00	17,982.91	(1,982.91)	
Snow Removal	65,000.00	82,212.57	(17,212.57)	
Controls-Telephone Lines	3,000.00	2,620.42	379.58	
Repairs Motor Vehicle	65,000.00	56,280.49	8,719.51	
Surveillance-Telephone Lines	2,890.00	3,453.02	(563.02)	
Safety Shoes	1,000.00	491.77	508.23	
Shop Overhead	50,000.00	41,178.30	8,821.70	
Vacation & Sick Time	125,000.00	81,325.40	43,674.60	
Overhead Interfunction Trans.	(202,000.00)	(94,660.86)	(107,339.14)	
Interfunction Transfer Operation	(3,918,000.00)	(2,459,138.05)	(1,458,861.95)	
Overhead General	(214,000.00)	(154,168.35)	(59,831.65)	
Supplies-DR Expense Clrng.	6,100,000.00	4,229,957.39	1,870,042.61	
Supplies-CR Expense Clrng.	(2,182,000.00)	(1,897,904.29)	(284,095.71)	
	686,890.00	555,955.96	130,934.04	
General Services				
Repairs Furniture - Equipment	268,325.00	160,516.85	107,808.15	
General Supplies	255,002.00	244,808.50	10,193.50	
Recoverable Supplies & Services	0.00	968.25	(968.25)	
Photocopier	5,000.00	2,834.39	2,165.61	
Printing	129,978.00	88,929.25	41,048.75	
Temporary Assistance Invoiced	235,266.00	383,806.68	(148,540.68)	
Instructional Supplies	9,217.00	1,332.80	7,884.20	
	902,788.00	883,196.72	19,591.28	
	2,157,711.00	**1,889,777.93**	**267,933.07**	**87.6%**
REPAIRS - LANDSCAPING				
LANDSCAPING AND GROUNDS	130,550.00	88,035.04	42,514.96	
REPAIRS-BUILDINGS & GROUNDS	2,800,000.00	2,376,514.31	423,485.69	
* **REPAIRS - LANDSCAPING** *	**2,930,550.00**	**2,464,549.35**	**466,000.65**	**84.1%**

Note: Temporary Assistance Invoiced - - -
Includes expenditures of $175,000 for engineering assistance in Plant and demographic analysis in Research which is offset in Salaries and Wages.

The Board of Education for the City of Hamilton
Summary of Financial Information - Administrative & Operational Services

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
CAPITAL EXPENDITURES					
CAPITAL FROM CURRENT		2,400,850.00	2,176,730.63	224,119.37	
CAPITAL LEASE		1,420,246.00	2,393,325.40	(973,079.40)	
FURNITURE & EQUIPMENT		746,000.00	237,123.95	508,876.05	
PERMANENT IMPROVEMENTS		117,500.00	83,924.99	33,575.01	
VANDALISM		179,117.00	0.00	179,117.00	
* **CAPITAL EXPENDITURES**	*	**4,863,713.00**	**4,891,104.97**	**(27,391.97)**	**100.6%**
RENTALS					
FURNITURE & EQUIPMENT - RENTAL		1,754,061.00	817,673.52	936,387.48	
* **RENTALS**	*	**1,754,061.00**	**817,673.52**	**936,387.48**	**46.6%**
FEES AND CONTRACTUAL SERVICES					
INSPECTION & TESTING		88,995.00	79,168.47	9,826.53	
LEGAL FEES		11,000.00	2,538.14	8,461.86	
* **FEES AND CONTRACTUAL SERVICES**	*	**99,995.00**	**81,706.61**	**18,288.39**	**81.7%**
OTHER					
MISCELLANEOUS		4,200.00	765.41	3,434.59	
* **OTHER**	*	**4,200.00**	**765.41**	**3,434.59**	**18.2%**
	$	**20,576,394.00**	**16,755,561.13**	**3,820,832.87**	**81.4%**

Note: Capital Lease, Furniture and Equipment, & Furniture and Equipment - Rental - - - Recorded in these accounts are purchases and lease payments for computer equipment.

The Board of Education for the City of Hamilton
Summary of Financial Information - School Salaries - HRS

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
CARETAKING & MAINTENANCE STAFF		11,235,945.00	9,773,043.79	1,462,901.21	
CLERICAL & TECHNICAL STAFF		5,377,684.00	4,485,284.48	892,399.52	
EDUCATIONAL ASSISTANTS		5,989,569.00	4,772,551.30	1,217,017.70	
LUNCHROOM SUPERVISORS		840,400.00	612,362.11	228,037.89	
PRINCIPALS AND VICE PRINCIPALS		10,031,939.00	8,354,877.80	1,677,061.20	
RECOVERABLE SALARIES - OTHER		79,690.00	0.00	79,690.00	
SUPERVISORY & ADMINISTRATIVE STAFF		896,111.00	747,604.50	148,506.50	
TEACHING STAFF		130,769,950.00	110,951,988.57	19,817,961.43	
TEMPORARY ASSISTANCE		109,000.00	94,360.65	14,639.35	
* **SALARIES AND WAGES**	* $	**165,330,288.00**	**139,792,073.20**	**25,538,214.80**	**84.6%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Human Resources Services

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
CARETAKING & MAINTENANCE STAFF		675,067.00	346,536.34	328,530.66	
CLERICAL & TECHNICAL STAFF		320,151.00	301,158.11	18,992.89	
RECOV SALARIES-STAFF ON LOAN		624,067.00	567,058.93	57,008.07	
RECOVERABLE SALARIES - OTHER		0.00	5,683.91	(5,683.91)	
SUPERVISORY & ADMINISTRATIVE STAFF		808,205.00	677,985.15	130,219.85	
TEMPORARY ASSISTANCE		43,700.00	15,848.49	27,851.51	
*** SALARIES AND WAGES**	*	**2,471,190.00**	**1,914,270.93**	**556,919.07**	**77.5%**
EMPLOYEE BENEFITS					
CANADA PENSION PLAN (C.P.P.)		0.00	0.00	0.00	
DEATH BENEFITS		0.00	0.00	0.00	
DENTAL INSURANCE		0.00	0.00	0.00	
EIC MATERNAL/ADOPTION SUB PLAN		0.00	0.00	0.00	
EMPLOYEE BENEFITS		21,674,072.00	16,490,911.47	5,183,160.53	
EMPLOYER HEALTH TAX (EHT)		0.00	0.00	0.00	
EMPLOYMENT INSURANCE		0.00	0.00	0.00	
EXTENDED HEALTH NON-TEACHING		0.00	0.00	0.00	
EXTENDED HEALTH TEACHING		0.00	0.00	0.00	
GRATUITIES		1,779,043.00	1,779,043.00	0.00	
GROUP LIFE INSURANCE		0.00	0.00	0.00	
O.M.E.R.S.		0.00	0.00	0.00	
PENSION SUPPLEMENT		0.00	333.27	(333.27)	
SEMI-PRIVATE		0.00	0.00	0.00	
SUPPLEMENTARY O.M.E.R.S.TYPE 1		0.00	0.00	0.00	
WORKERS COMPENSATION		0.00	0.00	0.00	
*** EMPLOYEE BENEFITS**	*	**23,453,115.00**	**18,270,287.74**	**5,182,827.26**	**77.9%**
TRAVEL EXPENSE					
TRAVEL ALLOWANCE		1,250.00	1,041.70	208.30	
TRAVEL REIMBURSEMENT		23,275.00	17,049.28	6,225.72	
*** TRAVEL EXPENSE**	*	**24,525.00**	**18,090.98**	**6,434.02**	**73.8%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		21,047.00	25,042.53	(3,995.53)	
*** PERSONNEL TRAINING**	*	**21,047.00**	**25,042.53**	**(3,995.53)**	**119.0%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		6,380.00	6,562.63	(182.63)	
COMPUTER SOFTWARE		5,200.00	1,593.49	3,606.51	
*** BOOKS/FILMS AND SOFTWARE**	*	**11,580.00**	**8,156.12**	**3,423.88**	**70.4%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Human Resources Services

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
SUPPLIES AND SERVICES					
CARETAKING SUPPLIES		26,185.00	17,023.54	9,161.46	
CLEANING SERVICES		116,192.00	97,865.59	18,326.41	
GENERAL SUPPLIES		15,975.00	10,696.39	5,278.61	
PHOTOCOPIER		6,000.00	3,152.28	2,847.72	
PRINTING		14,200.00	13,140.73	1,059.27	
RECRUITMENT OF STAFF		7,000.00	5,720.62	1,279.38	
REPAIRS-FURNITURE & EQUIPMENT		24,600.00	20,827.56	3,772.44	
SAFETY SUPPLIES		12,229.00	30,177.07	(17,948.07)	
* **SUPPLIES AND SERVICES**	*	**222,381.00**	**198,603.78**	**23,777.22**	**89.3%**
CAPITAL EXPENDITURES					
FURNITURE & EQUIPMENT		54,557.00	43,483.28	11,073.72	
VANDALISM		853.00	0.00	853.00	
* **CAPITAL EXPENDITURES**	*	**55,410.00**	**43,483.28**	**11,926.72**	**78.5%**
RENTALS					
FURNITURE & EQUIPMENT - RENTAL		13,720.00	8,959.18	4,760.82	
* **RENTALS**	*	**13,720.00**	**8,959.18**	**4,760.82**	**65.3%**
FEES AND CONTRACTUAL SERVICES					
LEGAL FEES		118,100.00	51,928.45	66,171.55	
MEDICAL FEES		8,500.00	1,893.45	6,606.55	
PROFESSIONAL FEES		102,000.00	71,047.19	30,952.81	
* **FEES AND CONTRACTUAL SERVICES**	*	**228,600.00**	**124,869.09**	**103,730.91**	**54.6%**
OTHER					
MISCELLANEOUS		2,775.00	1,924.17	850.83	
* **OTHER**	*	**2,775.00**	**1,924.17**	**850.83**	**69.3%**
	$	**26,504,343.00**	**20,613,687.80**	**5,890,655.20**	**77.8%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Financial Services

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
SALARIES AND WAGES					
CLERICAL & TECHNICAL STAFF		745,333.00	601,808.38	143,524.62	
SUPERVISORY & ADMINISTRATIVE STAFF		734,622.00	541,378.59	193,243.41	
TEMPORARY ASSISTANCE		147,000.00	51,287.01	95,712.99	
*** SALARIES AND WAGES**	*	**1,626,955.00**	**1,194,473.98**	**432,481.02**	**73.4%**
TRAVEL EXPENSE					
TRAVEL ALLOWANCE		1,250.00	1,510.46	(260.46)	
TRAVEL REIMBURSEMENT		3,795.00	1,045.61	2,749.39	
*** TRAVEL EXPENSE**	*	**5,045.00**	**2,556.07**	**2,488.93**	**50.7%**
PERSONNEL TRAINING					
STAFF PROFESSIONAL DEVELOPMENT		15,150.00	7,632.32	7,517.68	
*** PERSONNEL TRAINING**	*	**15,150.00**	**7,632.32**	**7,517.68**	**50.4%**
BOOKS/FILMS AND SOFTWARE					
BOOKS/FILMS AND TAPES		3,875.00	2,991.55	883.45	
COMPUTER SOFTWARE		575,600.00	355.04	575,244.96	
*** BOOKS/FILMS AND SOFTWARE**	*	**579,475.00**	**3,346.59**	**576,128.41**	**0.6%**
SUPPLIES AND SERVICES					
ADVERTISING		6,900.00	6,938.52	(38.52)	
BANK CHARGES		3,000.00	774.61	2,225.39	
GENERAL SUPPLIES		11,700.00	4,024.99	7,675.01	
PHOTOCOPIER		8,000.00	5,417.78	2,582.22	
POSTAGE		5,000.00	3,519.31	1,480.69	
PRINTING		28,300.00	5,164.81	23,135.19	
REPAIRS-FURNITURE & EQUIPMENT		2,980.00	1,802.93	1,177.07	
TEMPORARY ASSISTANCE INVOICED		60,000.00	85,734.66	(25,734.66)	
*** SUPPLIES AND SERVICES**	*	**125,880.00**	**113,377.61**	**12,502.39**	**90.1%**
CAPITAL EXPENDITURES					
FURNITURE & EQUIPMENT		0.00	7,592.23	(7,592.23)	
INSURANCE CLAIM EXPENDITURES		125,000.00	82,936.62	42,063.38	
INTEREST DEBENTURE PAYMENTS		2,590,197.00	1,685,281.71	904,915.29	
PRINCIPAL DEBENTURE PAYMENTS		1,908,876.00	1,832,496.23	76,379.77	
VANDALISM		5,971.00	120.09	5,850.91	
*** CAPITAL EXPENDITURES**	*	**4,630,044.00**	**3,608,426.88**	**1,021,617.12**	**77.9%**

The Board of Education for the City of Hamilton
Summary of Financial Information - Financial Services

Data as of: 1997 10 31		Budget	Actuals	Balance	% Spent
FEES AND CONTRACTUAL SERVICES					
AUDIT FEES		38,000.00	3,425.36	34,574.64	
INSURANCE		659,633.00	660,259.76	(626.76)	
LEGAL FEES		50,000.00	56,068.92	(6,068.92)	
PROFESSIONAL FEES		56,000.00	36,915.96	19,084.04	
PUBLIC TRANSIT FARES		257,600.00	212,378.11	45,221.89	
TAXIS - CHARTERED BUSES		3,454,857.00	2,457,076.75	997,780.25	
*** FEES AND CONTRACTUAL SERVICES**	*	**4,516,090.00**	**3,426,124.86**	**1,089,965.14**	**75.9%**
TRANSFERS TO OTHER BOARDS					
TUITION FEES - BDS WITHIN ONT		5,030,858.00	3,049,691.14	1,981,166.86	
*** TRANSFERS TO OTHER BOARDS**	*	**5,030,858.00**	**3,049,691.14**	**1,981,166.86**	**60.6%**
OTHER					
MISCELLANEOUS		845.00	610.53	234.47	
MUNICIPAL TAXES		1,900.00	3,639.82	(1,739.82)	
PROVISION - CAPITAL RESERVE		10,000.00	0.00	10,000.00	
SHORT TERM BORROWING		520,000.00	152,477.15	367,522.85	
TAX DEFICIENCIES		3,289,689.00	2,741,407.50	548,281.50	
U.S. EXCHANGE / PREMIUM		0.00	4,264.31	(4,264.31)	
*** OTHER**	*	**3,822,434.00**	**2,902,399.31**	**920,034.69**	**75.9%**
	$	**20,351,931.00**	**14,308,028.76**	**6,043,902.24**	**70.3%**

Note: Temporary Assistance Invoiced (page 1) - - - Filling of position(s) currently on leave or vacant; budget is included in Salaries and Wages.

Furniture and Equipment (page 1) - - - Expenditure for additional computer equipment for Assessment services sold to other boards; related income is included in Miscellaneous Revenue.

Legal Fees - - - Regarding High Cost Factor Arbitration case.

Municipal Taxes - - - Taxes on properties subsequently sold.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FUND MANAGEMENT SUMMARY (000'S)
OCTOBER 31, 1997

	1997	1996
SHORT TERM INVESTMENTS AS AT OCTOBER 31:		
Revenue Fund	$700	$ -
Mill Rate Stabilization Reserve	-	53
Restructuring Reserve Fund	226	220
Integrated Information System Reserve Fund	26	25
Capital Reserves	-	-
Capital Funds	-	-
Retirement Gratuity Reserve	997	-
TOTAL PORTFOLIO	$1,949	$298
INTEREST EARNINGS:		
Revenue Fund	$20	$21
Mill Rate Stabilization Reserve	1	2
Restructuring Reserve Fund	5	8
Integrated Information System Reserve Fund	1	1
Capital Reserves and Capital Funds	35	66
Retirement Gratuity Reserve	42	110
TOTAL PORTFOLIO INTEREST EARNED FOR TEN MONTHS	$104	$208
BORROWING SUMMARY:		
Total Internal Borrowings	$24,810	$27,884
Total Internal Repayments	22,318	26,486
Total External Borrowings	843	2,095
Total External Repayments	843	2,095
BALANCE AS AT OCTOBER 31	$2,492	$1,398
INTEREST EXPENSE FOR TEN MONTHS:		
Internal Borrowings	$72	$163
External Borrowings	80	370
	$152	$533
BANK INTEREST EARNED FOR TEN MONTHS:	$13	$16

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
OCTOBER 31, 1997

CAPITAL RESERVES (000'S)

	Budget 1997	Actual 1997 10 31	Actual 1996 10 31
Opening Balance	$1,144	$1,144	$1,325
Revenues			
Interest Earned	34	35	66
Property Rentals	10	-	-
Site Sales	-	1,456	-
	1,188	2,635	1,391
Expenditures			
Transfer to Revenue Fund	-	150	-
Closing Balance	$1,188	$2,485	$1,391

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1997	Actual 1997 10 31	Actual 1996 10 31
Opening Balance	$1,885	$1,885	$4,125
Revenues			
Transfer from Revenue Fund	1,779	1,779	832
Interest Earned	25	42	110
	3,689	3,706	5,067
Expenditures			
Gratuities Paid	3,000	2,708	5,116
Closing Balance	$689	$998	($49)

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
OCTOBER 31, 1997

MILL RATE STABILIZATION RESERVE (000'S)

	Budget 1997	Actual 1997 10 31	Actual 1996 10 31
Opening Balance	$53	$53	$51
Revenues			
Interest Earned	2	1	2
Expenditures			
Transfer to Revenue Fund	-	54	-
	$55	$0	$53

RESTRUCTURING RESERVE (000'S)

	Budget 1997	Actual 1997 10 31	Actual 1996 10 31
Opening Balance	$221	$221	$212
Revenues			
Interest Earned	7	5	8
Closing Balance	$228	$226	$220

INTEGRATED INFORMATION SYSTEM RESERVE (000's)

	Budget 1997	Actual 1997 10 31	Actual 1996 10 31
Opening Balance	$25	$25	$24
Revenues			
Interest Earned	1	1	1
Closing Balance	$26	$26	$25

TO: The Chairman and Members of
Operations and Finance Committee
1997

FROM: Lucy Veerman
Acting Senior Financial Officer and Treasurer

PREPARED BY: Denise Dawson, Interim Budget Manager

RE: 1997 Forecast of Expenditures and Revenues

REPORT: For Information

Background:
The financial forecast is a projection of the Board's December 31, 1997 year end financial position. This forecast has been compiled from information received through consultation with stakeholders of the system and is an estimate of their assumptions, system experiences and financial patterns that have evolved to date. The December 31, 1997 year end information will be provided during the budget process and audited results of our 1997 operations will be presented to Board in April 1998.

When this forecast was prepared, the net financial implications of the strike were undetermined, therefore the preliminary estimate of the strike impact is not included in the projected revenue and expenditure position of the Board.

This forecast position is subject to change should circumstances arise that have not been currently anticipated.

Issue:
To review the 1997 forecast of expenditures and revenues.

Recommendation:
That the report be received for information.

Rationale:
The analysis of expenditures and revenues is enclosed.

The Board of Education for the City of Hamilton
1997 Financial Forecast
Expenditures

EXPENDITURES	1997 BUDGET	1997 ACTUALS as at 97 10 31	1997 FORECAST	1997 SURPLUS / (DEFICIT)	NOTES
Remuneration					
Salaries & Wages	$ 184,884,612	155,422,490	185,253,000	(368,388)	1
Employee Benefits	23,453,115	18,270,288	23,809,000	(355,885)	2
Total Remuneration	208,337,727	173,692,778	209,062,000	(724,273)	
Fixed					
Energy	5,629,000	4,076,165	5,629,000	0	
Debt Charges	4,499,073	3,517,778	4,499,073	0	
Capital Leases	3,166,061	3,205,508	3,166,061	0	
Fees & Contractuals					
- Transportation	3,856,137	2,785,081	3,804,137	52,000	3
- Insurance	659,633	660,260	660,260	(627)	
Tuition Fees	5,243,901	3,173,342	5,445,518	(201,617)	4
Charge Back of Taxes	3,289,689	2,741,407	3,289,689	0	
Total Fixed	26,343,494	20,159,541	26,493,738	(150,244)	
Variable					
Consumables					
Travel	198,736	131,812	187,410	11,326	
Personnel Training	128,515	79,118	129,920	(1,405)	
Bursaries & Student Aid	92,160	34,865	87,160	5,000	
Books, Films & Software	1,503,632	667,114	1,522,992	(19,360)	
Supplies & Services	7,471,887	5,659,372	7,391,392	80,495	5
Other Expense	858,755	512,862	624,513	234,242	6
	10,253,685	7,085,143	9,943,387	310,298	
Contractuals					
Rentals - Other	108,140	62,396	110,740	(2,600)	
Fees & Contract. - Other	698,196	550,606	752,136	(53,940)	7
	806,336	613,002	862,876	(56,540)	
Capital					
Repairs, Bldgs & Grnds	2,931,235	2,464,549	2,931,235	0	
Equipment	910,665	382,631	976,941	(66,276)	8
Capital From Current	2,502,340	2,236,258	2,502,340	0	
Perm. Improvements	475,185	167,339	437,004	38,181	9
	6,819,425	5,250,777	6,847,520	(28,095)	
Other					
Transfer to Reserves	10,000	0	5,000	5,000	
Total Variable	17,889,446	12,948,922	17,658,783	230,663	
Total Expenditures	$ 252,570,667	206,801,241	253,214,521	(643,854)	

At the time this forecast was prepared, the net financial impact of the strike was undetermined and therefore it is not included in the above expenditure and revenue position. Refer to note 16 for preliminary projections of the strike impact.

The Board of Education for the City of Hamilton
1997 Financial Forecast
Revenues

REVENUES		1997 BUDGET	1997 ACTUALS as at 97 10 31	1997 FORECAST	FORECAST SURPLUS / (DEFICIT)	NOTES
Fixed						
Provincial Funding:						
General Legislative Grants	$	69,210,000	53,692,049	69,585,673	375,673	10
Capital Grants		1,288,812	1,030,890	1,288,812	0	
		70,498,812	54,722,939	70,874,485	375,673	
Suppl. Taxes, T&T, PIL		6,596,534	1,558,254	6,596,534	0	
Tuition Fees		9,682,579	7,340,803	10,167,644	485,065	11
		86,777,925	63,621,996	87,638,663	860,738	
Variable						
Surplus (Deficit)		(1,996,183)	(1,996,183)	(2,075,514)	(79,331)	12
Other Provincial Revenues		455,700	453,399	627,946	172,246	13
Recoverable Transportation		75,000	52,249	75,000	0	
Rental Revenue		332,185	237,647	353,777	21,592	
Capital Recoveries		0	38,270	61,710	61,710	14
Other Revenue		1,047,170	622,556	1,167,346	120,176	15
		(86,128)	(592,062)	210,265	296,393	
Transfer from Working Capital Reserve		3,000,000	3,000,000	3,000,000	0	
Transfer from Capital Reserve		150,000	150,000	150,000	0	
Transfer from Mill Rate Stabilization Reser		53,415	54,067	54,067	652	
Levy for Mill Rate		162,675,455	135,498,873	162,675,455	0	
		165,792,742	138,110,878	166,089,787	297,045	
Total Revenues	$	252,570,667	201,732,874	253,728,450	1,157,783	

Surplus from Operating Expenditures & Revenues; before projections of net strike impact or decisions on the High Cost Factor Arbitration. (see notes 16 and 17) **514,000** (rounded)

At the time this forecast was prepared, the net financial impact of the strike was undetermined and therefore it is not included in the above expenditure and revenue position. Refer to note 16 for preliminary projections of the strike impact.

The Board of Education for the City of Hamilton
1997 Financial Forecast
NOTES

This forecast has been compiled on the basis that actual expenditures by Supervisory Officers will not differ from budget allocations other than items noted below.

NOTE 1 Salaries & Wages

Additional staff per Staffing Report - 1997 11 13 (Contract compliance, growth, program needs)	$	(530,500)
Use of occasional teachers greater than budget		(372,500)
Use of substitute caretakers and educational assistants greater than anticipated		(273,000)
Deficit in Caretaking overtime in the period prior to implementation of workload study		(153,000)
Increase in casual and sick leave coverage for schools/ departments by clerical and technical staff		(465,000)
Savings as a result of:		
Unfilled Vacancies offset by expenditures in other areas		382,600
Reductions in Caretaking and Educational Assistants per Staffing Report - 1997 11 13		232,000
Additional savings from retirements		175,400
Permanent staff returning from paid leaves		274,000
Difference in salary between permanent staff on leave and replacements		340,000
Upgrades/Increments/Job Re-evaluation lower than anticipated		21,600
	$	(368,400)

NOTE 2 Employee Benefits

Increase in Workers Compensation Costs due to recent actuarial study of future claims	$	(337,000)
Deficit in Statutory and Negotiated Benefits		(18,900)
	$	(355,900)

NOTE 3 Transportation

Savings of $52,000 due to rerouting special needs children, utilizing larger vehicles and negotiated flat rate pricing with carriers (as per Board Motion April 14, 1997)

NOTE 4 Tuition Fee Expenditure

Deficit of $201,600 due to Open Access fees charged by the Hamilton-Wentworth Roman Catholic Separate School Board higher than anticipated by 377 per pupil offset by a reduction of 5.55 average daily enrolment

NOTE 5 Supplies and Services

Projected savings of $80,500 in supply budgets

The Board of Education for the City of Hamilton
1997 Financial Forecast
NOTES

NOTE 6 Other Expenses

Savings in short term interest due to lower rates and reduced need for borrowing.	$	346,000
Student recruitment expenses		(104,000)
Miscellaneous		(7,800)
	$	234,200

NOTE 7 Fees & Contractuals

Deficit in Copyright licensing fees due to the Ministry decision to withdraw funding of $36,000 which covered half the annual cost	$	(36,000)
Increase in legal and audit fees		(18,000)
	$	(54,000)

NOTE 8 Equipment

Projected deficit of $66,300 in equipment budgets offset by savings in supply budgets

NOTE 9 Permanent Improvements

Savings of $38,100 primarily due to fewer insurance claims than anticipated

NOTE 10 General Legislative Grants

Surplus in grant revenue of $375,700 based on confirmation of enrolment

NOTE 11 Tuition Fee Revenue

Surplus of $485,000 due to an increase in the non-resident enrolment and adjustments for 1996 tuition fees

NOTE 12 Prior Years Deficit

Deficit of $79,000 reflects adjustments made by the Ministry of Education and Training to the 1996 General Legislative Grants.

NOTE 13 Other Provincial Revenues

Surplus of $184,000 due to grant confirmation received subsequent to April 14, 1997 budget approval

NOTE 14 Capital Recoveries

Surplus of $61,700 from insurance proceeds received as a result of claims made to our insurers. This recovery is offset by insurance claim expenditures per note 9.

The Board of Education for the City of Hamilton
1997 Financial Forecast
NOTES

NOTE 15 Other Revenue

Surplus of $120,000 is the result of an additional recoverable teacher, increased bank and investment interest earnings and surplus cafeteria revenues

NOTE 16 Preliminary Projections of the Strike Impact:

Projected savings in Salaries and Wages, benefits and other expenditures are approximately $7.7 million.

Currently there is legislation awaiting passage by the Provincial Government which would allow households with elementary school children to be reimbursed $40 per day of the strike for child care expenses. Preliminary analysis of the number of qualifying households suggests a maximum payout of $400 to approximately 18,000 households or approximately $7.2 million. At this point in time we cannot determine how many households will make a claim for reimbursement from the Board.

The net strike savings will be updated once final information is available.

NOTE 17 High Cost Factor Arbitration :

The final arbitration on the technological studies high cost factor was heard October 6, 1997. To date, a decision has not been rendered. A report on this arbitration and the financial implications will be brought to Operations and Finance Committee on December 9, 1997.

TO: The Chairman and Members
Operations and Finance Committee
1997 12 09

FROM: Lucy Veerman, Acting Senior Financial Officer and Treasurer
Financial Services
D. Sage, Manager
Special Projects, Audit, Assessment, Property, Insurance and Transportation

RE: **1998 INSURANCE PREMIUMS**

REPORT: FOR DECISION

BACKGROUND:

Section 171(46) of the Education Act enables a Board to provide for insurance against risks that may involve pecuniary loss or liability on the part of the Board and for paying of premiums. Annually a report is presented to Board outlining the terms, conditions, limits and premium renewal for the applicable policies.

The Board of Education for the City of Hamilton has maintained insurance coverage for risk areas such as liability, automobile, property, crime, data processing, boiler and machinery as well as trustee group accident.

Since 1987, the Board has secured appropriate coverages through two available sources:

1) OSBIE (Ontario School Boards' Insurance Exchange) a self-insured reciprocal exchange.
2) General Insurance Market.

It should be noted that under the OSBIE subscription contract, a board is committed to a five year term. Within each year of the agreement, OSBIE sets an annual premium and capital fund adjustment and invoices for payment. The general insurance market renews annually and has no capital fund contribution.

With the establishment of the new District School Board #21 effective January 1,1998, the area of insurance was reviewed by the Business and Finance Sub-Committee of the L.E.I.C. In making its recommendations, the Sub-Committee wanted to ensure that beginning 1998, the new Board would be adequately protected from risk exposure. To this end, representatives from both Boards initiated a process of joint review of policies currently in place (APPENDIX A - WENTWORTH COUNTY BOARD) (APPENDIX B - HAMILTON BOARD). Results concluded that both Boards are insured for liability through OSBIE with the policy subscription period terminating December 31, 2001. The remaining portfolios are brokered through R. D. Stevens (Wentworth County) and the Dalton Timmis Group (Hamilton Board).

OSBIE has assured its members that they will continue to function and make the portfolio transition to the new Board structure as simple as possible. OSBIE will combine the liability program of both Boards and provide coverage as one Board effective January 1, 1998 (APPENDIX I). The following outlines the OSBIE premium breakdown between both Boards.

OSBIE Liability Policy	Hamilton 1997 BUDGET	Wentworth 1997 BUDGET	Combined 1997 BUDGET	Combined 1998 BUDGET	1998 Premium Renewal HAMILTON	WENTWORTH
Premium	$280,509.00	$112,482.00	$392,991.00	$434,975.00	$312,990.00	$121,985.00
Capital Guarantee Fund	36,711.00	14,590.00	51,301.00	43,498.00	31,299.00	12,199.00
SUB-TOTAL	**$317,220.00**	**$127,072.00**	**$444,292.00**	**$478,473.00**	**$344,289.00**	**$134,184.00**
TAXES	25,293.45	10,132.31	35,425.76	38,147.34	27,449.22	10,698.12
TOTAL	**$342,513.45**	**$137,204.31**	**$479,717.76**	**$516,620.34**	**$371,738.22**	**$144,882.12**

1998 Percentage increase 7.7%

With the remaining insurance portfolio of Property, Automobile, Crime, Data Processing, Boiler and Machinery and Trustee Group Accident, it was agreed that quotes from the general market would be sought through the combined efforts of both existing insurance brokers. A summary of the insurance quote obtained by the brokers is outlined in APPENDIX C. In 1998, as per L.E.I.C. sub-committee recommendation, a process will be introduced that will seek the services of one insurance broker and associated adjusting firm. To provide clarity, a 1997 and 1998 flow chart can be referenced in APPENDIX D & E.

ISSUE:

To apprise trustees of the insurance coverages to be carried by the new District School Board #21 and to seek approval for the proportionate payment of 1998 premiums.

RECOMMENDATION:

1. That the Board of Education for the City of Hamilton authorize payment to the Ontario School Boards' Insurance Exchange for the applicable portion of the Board's liability premium, Trustee Group Accident and contribution to the Guarantee Fund effective January 1, 1998.

2. That the Board of Education for the City of Hamilton authorize the payment of premium to the Dalton Timmis Group for the Hamilton Board's applicable share of the Property, Automobile, Crime, Data Processing, Boiler and Machinery insurance portfolio effective January 1, 1998.

RATIONALE:

The combined staff efforts of both the Wentworth County Board and the Hamilton Board has resulted in a direction that will permit the new Board to fulfill its insurance obligation under the Education Act. This co-operative direction co-ordinates the insurance policies, limits, deductibles and premiums while permitting the greatest property portfolio flexibility in regard to cancellation without penalty. A strategic review of the insurance program will be conducted for presentation to the New District School Board in mid 1998. Both staffs concur that this review will include an analysis of coverages, deductibles, broker and the general market vs. OSBIE.

In regard to Recommendation #1

Both Wentworth County and Hamilton Board subscribed in 1996, through Board motion, to the OSBIE liability program. In doing so, a contractual five year arrangement was entered into expiring December 31, 2001. Annually, as a condition of the contract, contributions are adjusted and payment requested. For the upcoming calendar year, the combined liability premium has been segregated between Boards and invoiced separately. It should be noted that for the OSBIE coverage to be retained, full payment must be remitted and dated January 1, 1998.

In regard to Recommendation #2

The Hamilton Board's policies through Dalton Timmis expire December 31, 1997. With the new District Board being established January 1, 1998, renewed certificates of insurance will be prepared in the name of the new legal entity. At this time, support by both Boards for their proportionate share of the premiums will ensure all coverages are in place. The Wentworth County Board will be presented with the same recommendation at their December 8, 1997 meeting.

The acceptance of the recommendation and insuring through the general market will provide flexibility to the new board as:

* one common policy will be in place effective January 1, 1998
* the policy can be cancelled at anytime during 1998 and
* if cancelled, only the prorated share of the premium would be paid, ie, No penalty or cost to the New Board.

At this time, it is not being recommended that the current Board enter into any new agreement that the District School Board #21 cannot negate. OSBIE offers a very competitive program of all insurance coverages. The analysis of utilizing OSBIE for the applicable property portfolio has not been completed since acceptance of the OSBIE program would commit the new Board to a subscription period of five years of which four years remain.

Additional References

APPENDIX F - 1998 General Insurance Renewal letter - Dalton Timmis Group
APPENDIX G - Hamilton Board of Education 1998 Summary of Insurance Policies and Premiums
APPENDIX H - Hamilton Board of Education 1994-1998 Premium History

Appendix A

THE WENTWORTH COUNTY BOARD OF EDUCATION - 1997 INSURANCE POLICY PREMIUMS

	OSBIE	STEVEN/COWAN	LIMITS & DEDUCTIBLES
LIABILITY INSURANCE			
Liability	$112,482		$15,000,000
Retro-Assessment	nil		$100,000 Legal Expense
Capital Guarantee Fund Contribution	$ 14,590		
Total	$127,072		
AUTOMOBILE			
Premium		$12,646	Limit - $10,000,000
Excess Liability Premium		$676	All Perils Deductible - $500
Capital Guarantee Fund Contribution		nil	Family Protection Endorsement - $1,000,000
PROPERTY			
Premium		$120,569	Total Sum Insured - $254,830,000
Capital Guarantee Fund Contribution		nil	Deductible 250/1,000/5,000
Less: Claims Experience Credit			
CRIME			
ium		$3,968	Commercial Blanket Bond - $1,000,000
al Guarantee Fund Contribution		nil	Counterfeit Paper and Depositors' Forgery - Included
			Audit Expense - Included
DATA PROCESSING			
Premium		$1,185	Limit - $323,200
			Deductible - $1,000
BOILER AND MACHINERY			
Premium		$11,821	Limit - $10,000,000
Capital Guarantee Fund Contribution		nil	Deductible - $5,000
BOARD MEMBERS' ACCIDENT			
Premium		$468	Accidental D & D - $100,000
			Weekly Income (total disability) - $300
			Weekly Income (partial disability) - $150
TOTALS	$127,072	$151,333	

APPENDIX B

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Summary of Insurance Policies

POLICY	1997 PREMIUM	POLICY LIMITS	DEDUCTIBLE	COVERAGE AND ENDORSEMENTS
LIABILITY INSURANCE				
(Ontario School Boards' Insurance Exchange)				Bodily injury, property damage.
(a) Liability	277,704.00	15,000,000	none	Garage policy re: auto shops in secondary
(b) Non-Owned Automobile	2,805.00			and vocational schools.
Sub-Total	**280,509.00**			Errors and Omissions - wrongful acts.
(c) Capital Guarantee Fund Contribution	36,711.00			Coverage for Non-Owned Automobiles.
Sub-Total	**317,220.00**			
Plus: 8% Provincial Sales Tax on (a) and ©	25,153.20			
5% Provincial Sales Tax on (b)	140.25			
Grand Total	**342,513.45**			
AUTOMOBILE				Comprehensive and collision coverage
(Dalton Timmis Group)				subject to $300 deductible.
(a) Excess Liability	1,073.00	7,000,000		Public Liability and Property Damage.
(b) Accident Benefits and Comp.	17,125.00	5,000,000	300	
Sub-Total	18,198.00	12,000,000		
Plus: 8% Provincial Sales Tax on (a)	85.84			
Plus: 5% Provincial Sales Tax on (b)	856.25			
Grand Total	**19,140.09**			
TRUSTEE GROUP ACCIDENT				Medical, weekly indemnity and $100,000
(Ontario School Boards' Insurance Exchange)				accidental death, for 19 trustees and 16
Premium	630.00	1,000,000	nil	SEAC members.
Plus: 8% Provincial Sales Tax	50.40			
Grand Total	**680.40**			
PROPERTY				All risk coverage on buildings and contents subject to policy conditions.
(Dalton Timmis Group)				
Premium	260,086.00	520,170,040	25,000	
Plus: 8% Provincial Sales Tax	20,806.88			
Grand Total	**280,892.88**			
CRIME				All employees bonded-$1,000,000 per
(Dalton Timmis Group)		1,000,000	nil	occurrence. Each Elem., Sec., Vocational
Premium	6,963.00	25,000	nil	and Education Centre Vault.
Plus: 8% Provincial Sales Tax	557.04			Theft inside/outside premises.
Grand Total	**7,520.04**			
DATA PROCESSING				Education Centre computer room - data
(Dalton Timmis Group)				processing media, property in transit, and
Premium	1,159.00	722,700	1,000	extra expense coverage.
Plus: 8% Provincial Sales Tax	92.72			
Grand Total	**1,251.72**			
BOILER AND MACHINERY				Comprehensive policy - coverage for
(Dalton Timmis Group)				explosion, burnout, breakdown, and extra
Premium	16,331.00	10,000,000	5,000	expense.
Plus: 8% Provincial Sales Tax	1,306.48			
Grand Total	**17,637.48**			
TOTALS	**620,587.00**			
GRAND TOTALS WITH TAXES ADDED	**669,636.06**			

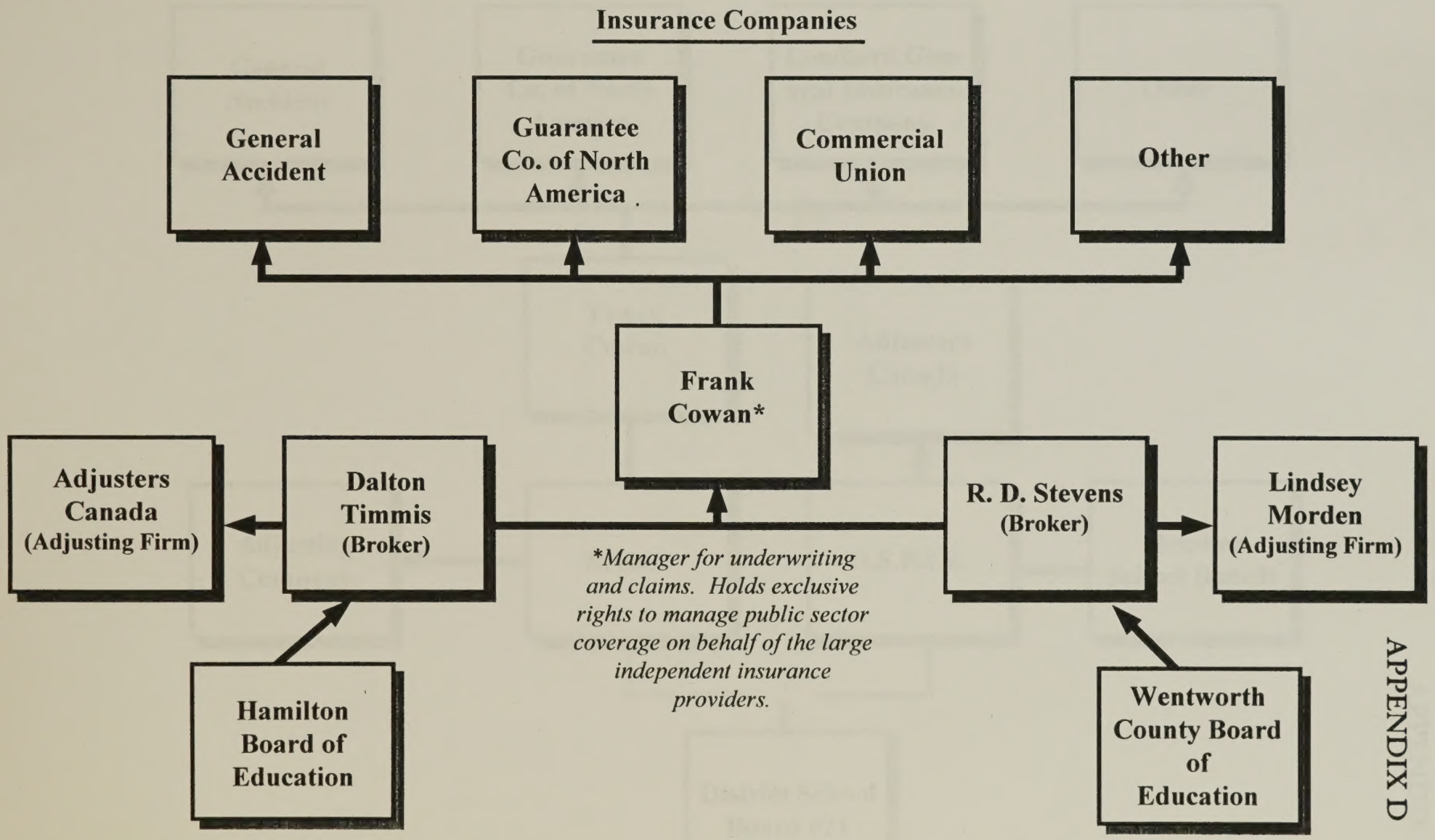
APPENDIX C

SUMMARY OF INSURANCE
(Exclusive of Taxes)

Insurance Policy	1998 Premiums Wentworth County	Hamilton Board	1998 Combined Premium
Liability	$134,184	$344,289	$478,473
Automobile	$10,859	$18,198	$29,057
Trustee Group Accident (OSBIE) *	$180	$414	$594
Property Insurance	$114,300	$229,893	$344,193
Crime	$5,237	$6,963	$12,200
Data Processing	$665	$1,159	$1,824
Boiler and Machinery	$5,119	$16,331	$21,450
Total Combined Premium	**$270,544**	**$617,247**	**$887,791**

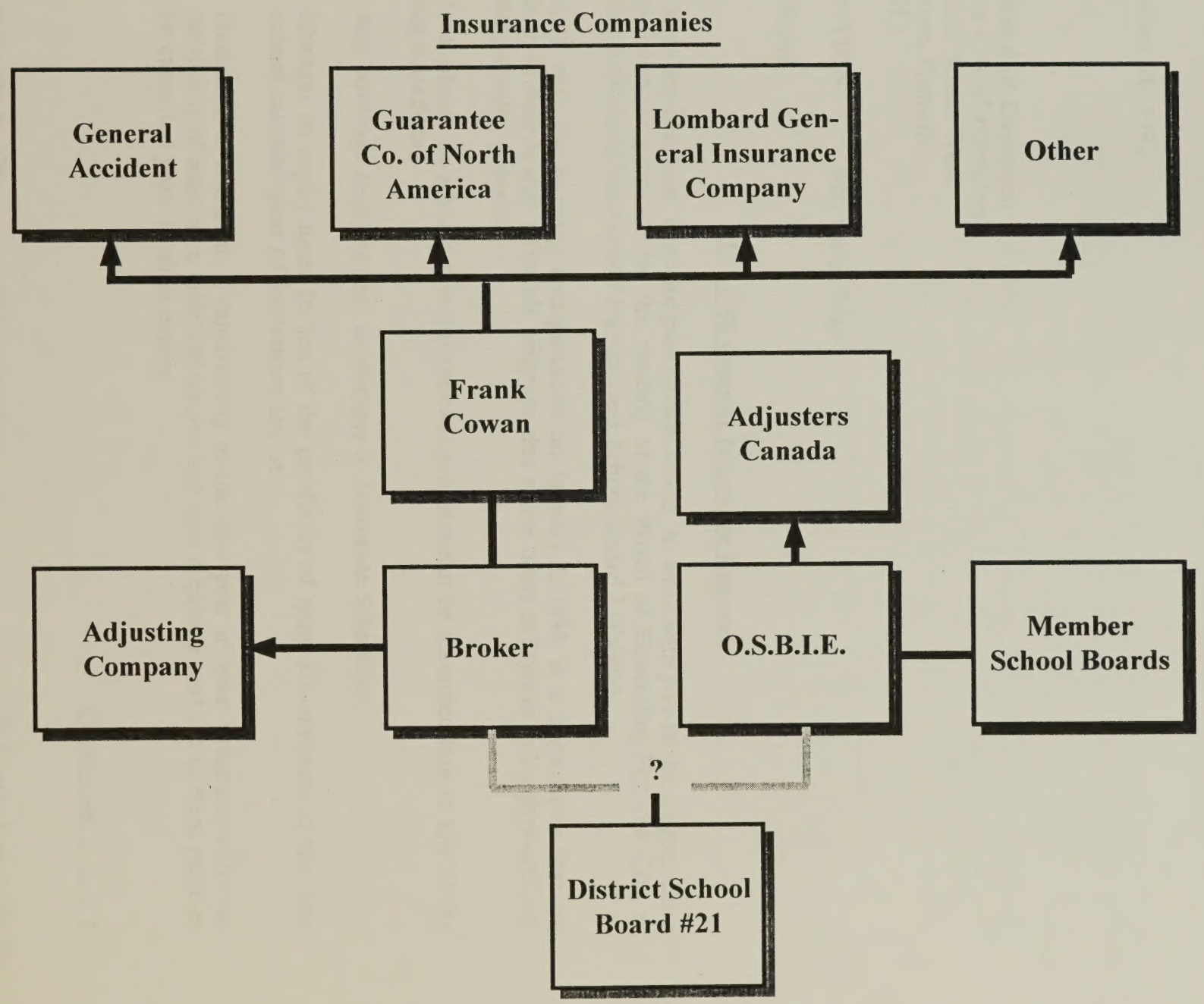
* Note: both OSBIE and the general insurance market quoted Trustee Group Accident with an annual renewal term. The OSBIE quote of $18.00 per trustee and S.E.A.C. member provides for the most effective rate and coverage available. The Hamilton Board has secured this coverage through OSBIE since 1993.

Property, Crime, Data Processing, Boiler & Machinery, Trustee Group Accident
1997 STRUCTURE



APPENDIX E

Property, Crime, Data Processing, Boiler & Machinery, Trustee Group Accident
SEPTEMBER 1998 STRUCTURE



Dalton Timmis Group
insurance

APPENDIX F

November 28, 1997

The Board of Education
For the City of Hamilton
100 Main Street West
Hamilton, Ontario
L8N 3L1

ATTENTION: Mr. Daryl Sage

Dear Daryl:

RE: 1998 General Insurance Renewal

It has been my pleasure, over the past several weeks, to work with you in the negotiations and our ultimate proposal for the renewal of the Board of Education For the City of Hamilton's General Insurance Program (less School Board Liability).

Obviously, with the pending amalgamation on January 1, 1998, it is imperative that we provide both Boards with a flexible program, due to the many unknowns going forward into the amalgamation process.

Therefore, please be advised that our renewal program can be amended due to any of the following situations:

- Any coverage requirements or changes to Insurance Schedules;
- Changes to expiry dates in lieu of the possibility of tying all contracts to the new school calendar year of September 1st; or
- Decisions to complete a remarketing in the new year of your program, with the possibility of electing a different insurer and thus requiring that the current policies be cancelled prior to their expiry.

Continued..... / 2

1 Hughson Street S. 8th Floor P.O. Box 2019
Hamilton, Ontario L8N 3S4
Tel. (905) 527-1177 · Fax: (905) 527-6533

681 Upper James Street
Hamilton Ontario L9C 2Z4
Tel. (905) 389-7655 · Fax: (905) 389-2094

120 Eglington Avenue E. 10th Floor
Toronto, Ontario M4P 1E2
Tel. (416) 489-4399 · Fax: (416) 489-4009

APPENDIX F

The Board of Education
For the City of Hamilton
NOVEMBER 28, 1997

It has been our experience with the Frank Cowan Company that they have historically allowed pro rated cancellations in any of the above situations.

We trust that both our proposal and the flexibility of the Frank Cowan Program will meet with your Board's approval and we look forward to our continued appointment as your Broker of Record.

Kindest regards,

George C. McCarter, B.A., C.C.I.B.
President

GMC.eb

APPENDIX G

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON'S PROPORTIONATE SHARE OF 1998 PREMIUM

Summary of Insurance Policies

POLICY	1998 PREMIUM	POLICY LIMITS	DEDUCTIBLE	COVERAGE AND ENDORSEMENTS
LIABILITY INSURANCE				
(Ontario School Boards' Insurance Exchange)				Bodily injury, property damage.
(a) Liability	309,860.00	15,000,000	none	Garage policy re: auto shops in secondary
(b) Non-Owned Automobile	3,130.00			and vocational schools.
Sub-Total	**312,990.00**			Errors and Omissions - wrongful acts.
(c) Capital Guarantee Fund Contribution	31,299.00			Coverage for Non-Owned Automobiles.
Sub-Total	**344,289.00**			
Plus: 8% Provincial Sales Tax on (a) and ©	27,292.72			
5% Provincial Sales Tax on (b)	156.50			
Grand Total	**371,738.22**			
AUTOMOBILE				Comprehensive and collision coverage
(Dalton Timmis Group)				subject to $500 deductible.
(a) Excess Liability	1,073.00	7,000,000		Public Liability and Property Damage.
(b) Accident Benefits and Comp.	17,125.00	5,000,000	500	
Sub-Total	18,198.00	12,000,000		
Plus: 8% Provincial Sales Tax on (a)	85.84			
Plus: 5% Provincial Sales Tax on (b)	856.25			
Grand Total	**19,140.09**			
TRUSTEE GROUP ACCIDENT				Medical, weekly indemnity and $100,000
(Ontario School Boards' Insurance Exchange)				accidental death, for 7 trustees and 16
[illegible]ium	414.00	1,000,000	nil	SEAC members.
[illegible]: 8% Provincial Sales Tax	33.12			
Grand Total	**447.12**			
PROPERTY				All risk coverage on buildings and contents subject to policy conditions.
(Dalton Timmis Group)				
Premium	229,893.00	510,873,800	25,000	
Plus: 8% Provincial Sales Tax	18,391.44			
Less: Premium Recoverable from City for Rec Centres	8,988.58			
Grand Total	**239,295.86**			
CRIME				All employees bonded-$1,000,000 per
(Dalton Timmis Group)		1,000,000	nil	occurrence. Each Elem., Sec., Vocational
Premium	6,963.00	25,000	nil	and Education Centre Vault.
Plus: 8% Provincial Sales Tax	557.04			Theft inside/outside premises.
Grand Total	**7,520.04**			
DATA PROCESSING				Education Centre computer room - data
(Dalton Timmis Group)				processing media, property in transit, and
Premium	1,159.00	722,700	1,000	extra expense coverage.
Plus: 8% Provincial Sales Tax	92.72			
Grand Total	**1,251.72**			
BOILER AND MACHINERY				Comprehensive policy - coverage for
(Dalton Timmis Group)				explosion, burnout, breakdown, and extra
Premium	16,331.00	10,000,000	5,000	expense.
Plus: 8% Provincial Sales Tax	1,306.48			
Grand Total	**17,637.48**			
TOTALS	**617,247.00**			
GRAND TOTALS WITH TAXES ADDED	**657,030.53**			

APPENDIX H

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

COMPARISON OF ANNUAL QUOTATIONS (Exclusive of Taxes)

POLICY	1994 PREMIUM	1995 PREMIUM	1996 PREMIUM	1997 PREMIUM	1998 PREMIUM
LIABILITY INSURANCE					
Liability	**$208,729.00**	**$287,239.00**	**$311,422.00**	**$280,509.00**	**$312,990.00**
Retro-Assessment:	nil	$101,041.00	nil	nil	**nil**
Capital Guarantee Fund Contribution	nil	$24,232.00	$30,149.00	$36,711.00	**$31,299.00**
Totals	**$208,729.00**	**$412,512.00**	**$341,571.00**	**$317,220.00**	**$344,289.00**
AUTOMOBILE					
Total	**$15,304.00**	**$16,785.00**	**$15,116.00**	**$18,198.00**	**$18,198.00**
AVIATION AND TRAVEL					
Total	**$594.00**	**$612.00**	**$612.00**	**$630.00**	**$414.00**
PROPERTY					
Premium	**$173,954.00**	**$199,250.00**	**$207,461.00**	**$260,086.00**	**$229,893.00**
Less: Claims Experience Credit	(25,760)	nil	nil	nil	nil
Total	**$148,194.00**	**$199,250.00**	**$207,461.00**	**$260,086.00**	**$229,893.00**
CRIME					
Total	**$6,963.00**	**$6,963.00**	**$6,963.00**	**$6,963.00**	**$6,963.00**
DATA PROCESSING					
Total	**$1,153.00**	**$1,153.00**	**$1,159.00**	**$1,159.00**	**$1,159.00**
BOILER AND MACHINERY					
Total	**$12,234.00**	**$13,875.00**	**$15,263.00**	**$16,331.00**	**$16,331.00**
TOTALS	**$393,171.00**	**$651,150.00**	**$588,145.00**	**$620,587.00**	**$617,247.00**

APPENDIX I

ONTARIO SCHOOL BOARDS'
INSURANCE EXCHANGE

105 Silvercreek Parkway N., Guelph, Ontario N1H 6S4 Tel: (519) 767-2182 1-800-668-6724 FAX: (519) 767-0281

Website Address:
http://www.osbie.on.ca

e-Mail Address:
info@osbie.on.ca

April 17, 1997

Mr. Daryl Sage
Manager of Audit and Assessment
Hamilton Board of Education
Box 558, 100 Main Street West
HAMILTON, Ontario
L8N 3L1

RE: Fewer School Boards Act - OSBIE Membership
Southern Ontario English-Language Public District
School Boards - District Board #21

Dear Daryl:

We are pleased to bring you, and the other member of the proposed District Board #21, information on the most popular topic for School Boards this year. We want to reassure our Members that OSBIE will continue to function and that it is our goal to make the transition to the new Board structure as simple as possible as it relates to insurance for School Boards.

This letter is to advise you of the current status of OSBIE Memberships for each participant in the new District Board #21, and to give you an overview of OSBIE's plans to continue insurance coverage for our Members into 1998.

We have been in communication with the Ministry of Education on the topic of the Fewer School Boards Act, and its implications for OSBIE. We have supplied information to the Ministry on the OSBIE Membership and terms of our Agreement, and offered to provide more information to the Commission, once the Commission is established. Our basic premise is that we will continue to provide insurance coverage to our current members, in accordance with our Subscribers' Agreement.

We have taken the maps of the new District School Boards and worked out a chart that shows the coverages held by each Member Board. Following is a chart that shows the Boards' participation in OSBIE's three Underwriting Groups:

	Liability	Property	Automobile
Hamilton	x	o	o
Wentworth	x	o	o

We want to assure OSBIE Member Boards that we expect to continue the insurance coverages currently in effect into 1998. We would like to anticipate that the Boards will agree to bring all their insurance coverages under the OSBIE umbrella. It is our intent to produce a blended rate for District Board #21 and we would like to include a quotation for the property and automobile coverages for the new Board.

10 Years
OSBIE

Cont'd....

There are many factors that neither the Boards, nor the Ministry, nor OSBIE know at this point. Many questions remain about the mechanics of administration for the District Boards. Some of the questions that need to be resolved for the insurance portfolio are: where will the invoices be sent and who will be responsible for paying the premiums? Decisions will have to be made about common property and automobile deductibles, if you do not already have them. The new larger unit may present an opportunity to move to higher deductibles, which would reduce premiums, and allow the District Board more control over their claims. As OSBIE develops its 1998 blended liability rate for the new Board, we would be pleased to provide property and automobile quotations, on a blended rate basis, next Fall.

Over the summer, as we proceed to develop our rates for 1998. We will be asking our property and automobile subscribers to update the square footages of their buildings, the boiler count, and the board-owned vehicle list. We will request this information from both Members and non-member Boards in order that we may develop a blended rate quotation for the group.

OSBIE is an organization that was founded by School Boards. The Subscribers' Agreement was written on behalf of the Boards, and is your Agreement. The staff at OSBIE are here to serve and administer your insurance programme. We are available to answer your questions, or to attend meetings of your new District Board if this would be useful to the group. Please call and let us know the most convenient time and place for a meeting, or to ask your questions - we look forward to hearing from you.

You will be hearing more from us over the Spring and Summer months as we prepare for 1998. We hope you will provide the information requested in a timely manner, to help us to prepare a quotation with your 1998 invoice. It is our goal to work with all the partners in District Board #21 to accommodate and facilite the transition to the new working relationships that will be in place in 1998, and to ensure that there are no gaps in your insurance coverage. Please let us know if there are any questions or concerns that we should be addressing. Input from our Members is essential to us, and helps us to meet your needs.

Ontario School Boards can be very proud of the organization they started in 1987. OSBIE is a model of a successful Reciprocal Exchange that other Reciprocals see as a leader in coverage innovation and risk management. Our Members have told us that OSBIE has met, and exceeded, all their expectations as a member-owned and directed insurer. OSBIE's service excellence and our risk management resources have become valuable to our Members. We look forward to serving the new District School Boards with the same dedication as in the past. OSBIE is, and continues to be, the ultimate joint venture for School Boards...

Sincerely,

Diane Brunetti

Diane Brunetti
Underwriting & Marketing Co-ordinator

Hamilton Board of Education
Education Centre
1997 12 09

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip requests be approved:

i. Chedoke, Grade 7 [Camping Trip - Camp Wanakita, Haliburton], 1998 01 14 to 16 (Wednesday to Friday).

ii. Dalewood, Grade 7 [Camping Trip - Camp Wanakita, Haliburton], 1998 01 07 to 10 (Wednesday to Saturday).

iii. Dalewood, Grades 6 to 8 [Ski Trip - Coldwater/Mt. St. Louis Moonstone], 1998 02 03 (Tuesday).

iv. Dalewood, Grades 6 to 8 [Ski Trip - Snow Valley, Barrie], 1998 03 09 (Monday).

v. Westview, Grade 6 [Camping Trip - Camp Wanakita, Haliburton], 1998 01 11 to 14 (Sunday to Wednesday).

vi. Barton, Grades 9 to OAC [Cross Country Meet - Hardwood Hills, Barrie], 1998 01 08 (Thursday)

vii. Barton, Grades 9 to OAC [Cross Country Meet - Hardwood Hills, Barrie], 1998 01 12 (Monday)

viii. Barton, Grades 10 to OAC [Camping Trip - Algonquin Park], 1998 09 24 to 26 (Thursday to Saturday).

ix. Delta, Grades 9 to OAC [Ski Trip, Blue Mountain], 1998 01 30 (Friday).

x. Westdale, Grades 11 to OAC[History Trip - Austria and Germany], 1998 03 11 to 23 (Wednesday/Sunday).

Respectfully submitted,

M. Matier
Interim Director of Education
and Secretary

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